DOCUMENT RESUME

ED 072 539 EA 004 870

TITLE	The Development of a Model State Data Analysis Plan (SDAP). (Phase I.) Part II: The Model I SDAP.
INSTITUTION	Scientific Educational Systems, Inc., Silver Spring, Md.
SPONS AGENCY	National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus.
PUB DATE	31 Dec 71
NOTE	102p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Data Analysis; Educational Administration; Educational Planning; Educational Programs; Evaluation Techniques; Information Sources; Information Systems; Management Information Systems; *Models; *Program Administration; *State Departments of Education; *Statewide Planning
IDENTIFIERS	SDAP; *State Educational Agency Data Analysis Plan

ABSTRACT

This document is the second part of a 3-part report on the development of a generic State Educational Agency Data Analysis Plan (SDAP). It contains the SDAP-model I, the major product of the study. The model consists of a set of analysis statements directed at defining answers to a series of questions pertinent to the management of SEA programs. The SDAP itself is presented in a series of tables containing (1) the questions derived through the study for each of 15 programs found common to the two SEA's studied; (2) the suggested data analysis to provide the answer sought; and (3) the probable source of the data required for analysis (these sources include both State and Federal data streams.) A description of what each of these elements is and how the plan can be utilized within the context of the SEA data analysis concepts is also presented. Related documents are EA 004 869 and EA 004 871. (Author)

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THE DEVELOPMENT OF A MODEL STATE DATA ANALYSIS PLAN (SDAP)

(PHASE I)

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PART II

THE MODEL I SDAP

Submitted to

The State of Ohio

Department of Education

for

The Joint Federal/State User's Guide Task Force

by

Scientific Educational Systems, Inc.

Silver Spring, Md.

31 December 1971

EA 004 870

FOREWORD

This document is Part II of a three part report on the development of a generic State Educational Agency Data Analysis Plan (SDAP - Model I). This development has been performed by Scientific Educational Systems, Inc., under subcontract to the Ohio State Department of Education acting as agent for the Joint Federal/State Task Force on Evaluation and the U. S. Office of Education. This effort was undertaken at the request of the User's Guide Task Force (a sub group of the Federal/State Task Force) interested in the development and dissemination of products usable by the State Educational Agencies (SEA's). This generic SDAP is intended to be usable by SEA's as an illustrative model of how State and Federal data can be used to answer some of the many diverse information needs related to management of educational support programs operated by and within the SEA's.

Part I of this report presents additional background information as well as describing the developmental process followed in producing the SDAP - Model I. Part I contains an overview of the entire effort and the resulting products and discusses how these products can be used by SEA's as a model for their own development of specific data analysis plans. It also contains a detailed description of the Developmental Process which was followed in this effort. This latter product is intended to serve as a general guide to SEA personnel interested in either further extension of the current products or undertaking the independent development of data analysis plans for their SEA's.

Part II contains the SDAP - Model I, itself, the major product of the study. This consists of a set of analysis statements directed at defining answers to a series of questions pertinent to the management of SEA programs. The SDAP itself is presented in a series of tables containing: (a) the questions derived through the study for each of fifteen programs found common to the two SEA's studied; (b) the suggested data analysis to provide the answer sought; and (c) the probable source of the data required for analysis, (these sources include both State and Federal data streams.) This Part also presents a description of what each of these elements is and how the plan can be utilized within the context of the SEA data analysis concepts.

Part III consists of a compendium of data available by program within the studied SEA's. The compendium provides a direct comparison of the information elements which are available by program in the two SEA's and in the Federal/State data system. These comparisons form a partial basis for the SDAP tables, since the data availability was used as a direct indication of where a given type of data or information could be found at the SEA level. This part also contains explanations of the tabular presentations and of special notations used in these presentations. It also briefly defines the relationship of this compendium or a similar SEA-specific one in the utilization of the SDAP - Model I by other SEA's.

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INTRODUCTION

This document presents the actual SDAP - Model I developed through the study process described in Part I. The plan itself is contained in the tabular presentation which follows below; and this section presents a brief description of what is included and how the plan may be understood. The potential uses of the SDAP - Model I by SEA personnel are discussed in Section A of Part I and will not be repeated here.

What SDAP - Model I is

The SDAP - Model I is basically a coordinated set of data analysis statements directed toward answering questions raised by program managers in SEA's.

As such, and as mentioned above, it can serve to guide SEA program personnel with respect to both asking the right questions and defining the data analysis required to answer them.

Understanding the tabular presentation of the SDAP - Model I requires some instruction as to what is contained herein and how it should be examined.

First, looking at a single page of the tables, it will be seen that three columns are used to present: Program Questions, Data Analyses Required; and Probable Data Source(s). This format shows the specific questions to be answered for program managers, how data are to be analyzed to answer them and where those data are probably to be found in SEA or Federal data sets. The references used under "Probable Data Sources" are to reports or instruments annotated in Part III, the Data Compendium. These can be located in the Compendium by reference to either the report or form type listed hereunder or the information type used in the data analysis statement. In either event, one should look under the specific program of interest in the Compendium.

Second, the questions and analysis statements are not listed separately for each program, because of the redundancy of questions found across programs. Rather, for purposes of this model, a minimum set of program management questions was generated by identifying those questions common to all programs, or to all of a program type, or to two or more programs within a program type. (These program types are: Aa - Compliance Management Program - with no State options; Ab - Compliance Management Programs - with State options; B - Discretionary Programs; and, C - Consulting/Technical Assistance programs. Definitions of these terms and discussion of the programs and how they fit the types are included in the process description in Part I.) This resulted in a considerable reduction in the number of individual questions to be listed. This is obvious when it is recognized that a few management questions apply to all fifteen of the common programs and a still larger group of management evaluation and reporting questions was found to apply to all six of the programs in the Discretionary type.

Such common questions have been listed under the appropriate heading in the tables and the data analysis statement and probable data sources are associated directly with each question. Further within each program type, or other sub level, the questions are separated by the designations of management, evaluation or reporting questions as derived from the common program descriptions.

How to use SDAP - Model I

An illustration of how to use this format might clarify the situation. Let us suppose an SEA wanted to use this SDAP - Model I as a model for developing a specific analysis plan for its Special Education program. This could be considered development of a specific Program Data Analysis Plan (or a PDAP). One would start by extracting all parts of the SDAP - Model I applicable to Special Education programs. This would yield the total set of questions and general level analysis statements that have been identified as pertinent to Special Education programs in SEA's. One would do this by, first, extracting the set of management questions applicable to all programs - as can be seen below, these concern State

needs assessment and requirements for SEA provision of consulting and technical assistance.

Second, one would extract the set of materials applicable to all Discretionary Programs, among which Special Education falls. This set includes management, evaluation and reporting questions as do many of the additional sets to be gathered. Next, each of the additional subsets which include Special Education in their heading would be extracted. This would result in a composite list of management, evaluation and reporting questions applicable to SEA Special Education program management. It would include also the general level data analysis statement to answer each question and references to the probable data source(s).

The resulting list should be used to guide the development of specific questions and analyses for the specific SEA doing the development. It should be pointed out that this development by the SEA will necessarily entail definition of somewhat more specific questions, also, just to meet their special situation. It may also involve discarding some of the questions, etc. from the SDAP - Model I because of inappropriateness. However, the SDAP-Model I was meant only to guide and assist such developments, not to actually accomplish them. Each SEA is too unique to be able to expect that anyway.

The next steps for the SEA would be to complete development of the PDAP and to implement this with either manual or automated data analysis. The SEA would then have a working information system to support the management information needs of this program.

It is believed that such a use of the SDAP - Model I questions and general analysis statements should result in a significant savings in SEA manpower in the design of such an information system. It is further believed that SEA savings would be magnified if the SDAP - Model I were to be used altogether as guidance to development of an SEA information system to meet the program management needs of all programs in the SEA. The high degree of conceptual redundancy of information needs across programs observed in this study indicates such multiplied savings from multiple program developments.

The use of the SDAP - Model I in guiding the development of multiple program plans simultaneously would follow the pattern outlined

above. It would simply require development of multiple specific analysis statements to answer the common questions for each program separately.

SDAP - MODEL I

The SDAP - Model I is presented below. The introductory material above should be read before one tries to understand the tabular presentation.

Program Questions	Information/Analyses Required	Probable Data Source(s)
SEA WIDE - ALL FIFTEEN PROGRAMS Management Questions 1. What is the state of State-wide needs assessment for these programs?		1. Output of potential State-wide Needs Assessment
a. How recently has an assessment of needs been made?	a. Distribution, by program, of most recent attempt at assessment of LEA and/or State-wide needs for program related services	
b. Is a new/updated assessment required?	b. Judgment, by program, of degree of need for a new or updated needs assessment	
c. What State-wide needs were identified for these programs?	c. Distributions, by programs, of: (1) Counts of target pupils identified by LEA and across the State (2) Counts of target pupils identified and being served by programs, by LEA and across the State (3) Counts of pupils possibly belonging to target groups by LEA and across the State (4) Target pupils identified as percent of total pupils, in LEA's and across the State (5) Target pupils being served as percent of total pupils, and as percent of total target pupils identified, by LEA's and across the State (6) Identified needs for instructional materials equipments and/or other program services by LEA and across the State	

Program Questions	Information/Analyses Required	Probable Data Source(s)
SEA WIDE - ALL FIFTEEN PROGRAMS (Cont.)		
d. What priority assignment process can be used and what priorities can be assigned?	d. Calculate mean priority rankings for each of the separate need categories represented by final distributions for C. (1) through (6) above, from rankings assigned by selected personnel as follows: (1) Representatives of LEA's (2) Representatives of SEA Program staff (3) Representatives of SEA management (4) Representatives of State Advisory Council (5) Representatives of State Legislative personnel (6) Representatives of public and non-public schools (7) Representatives of State Board of Education	
2. What are the characteristics of the SEA Program staff? 2a. How many people are on the staff? b. What positions do they hold? c. What is their training? d. What is their professional experience?	2. Frequency distributions of Program staff personnel by position held, professional training area and degree, and years of professional experience with major type of experience	2. SEA Staff Personnel Files
3. Is SEA Program staff adequate to meet management needs?		3. No current source - should construct questionnaire-rating forms
3a. Is SEA Management staff satisfied with program Management staff performance?	3a. Summary of ratings by SEA management personnel of: (1) Quality of program services provided (2) Adequacy of program management activities (3) Capability of present individual staff members to perform required tasks (4) Efficiency of present staff members in performing required tasks	

Program Questions	Information/Analyses Required	Probable Data Source(s)
SEA WIDE - ALL FIFTEEN PROGRAMS (Cont.)		
3b. Is Program Management staff satisfied with own performance?	3b. Summary of ratings by program personnel of: (1) Quality of program services provided (2) Adequacy of SEA program management activities (3) Capability of present staff members to perform required tasks (4) Degree of adequacy of own present performance	
3c. Are there serious needs for change or additions to Program staff?	3c. Summary of ratings by management as to: (1) Need for replacement of any staff members? (2) Need for additional personnel to assist present staff? (3) Likelihood of increased demand for program services in near future	
4. Needs for Technical Assistance/ Consultation		4.
4a. How many SEA staff personnel are available for consultation/ assistance to LEA's re this program?	4a. Number of SEA Program personnel available to provide consultation to LEA's	4a. Consultant or Program Annual Report
b. What percent of time is currently spent in this assistance by each available staff member?	b. (1) Time spent in providing LEA assistance divided by total time for each staff member providing LEA assistance (2) Total time spent by all SEA staff in providing LEA assistance divided by total of all staff time	b. Consultant or Program Annual Report
c. Does SEA staff have sufficient manpower capability to handle all LEA assistance needs? (1) How many LEA requests for what kinds of assistance have come to the SEA in the last year?	c. (1) Frequency distributions of the kinds of LEA requests for SEA technical assistance by whether they were adequately satisfied or not	c. LEA requests to SEA's for assistance not currently recorded or available

Program Questions	Information/Analyses Required	Probable Data Source(s)
SEA WIDE - ALL FIFTEEN PROGRAMS (Cont.)		
4c. (2) How many of each kind have been adequately met by SEA staff?	4c. (2) Summarize LEA requests that were satisfied and those not satisfied by type and magnitude of requested effort.	
(3) What kinds of needs were unfulfilled?	(3) Define number and type of personnel capabilities required based on the extent and kinds of assistance required by unmet LEA requests.	
(4) What kinds of capabilities are needed to meet need-types which have been unmet in past?	(4) List the kinds of capabilities needed.	
(5) How many personnel of what types are required to meet these unmet needs?	(5) Number of personnel by type.	
d. Is SEA assistance to LEA's mainly concerned with definition and development of educational goals, aims or objectives related to programs, or do LEA's ask more for financial and/or management assistance?	d. Examine frequency distribution for 4c. above to compare relative frequencies of multiple categories of LEA requests	d. LEA requests to SEA's for assistance not currently recorded or available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN TRANSPORTATION, SAFA, SCHOOL FOOD SERVICES, STATE GRANTS Management Questions		
1. What policies and procedures are specified in the Legislation for the distribution of program funds?	1. Examine State and Federal legislation to define:	1. State and Federal Laws
a. What policies and procedures are specified for the review of local project applications?	a. SEA procedures for application review.	
b. What criteria are used to determine priorities for project funding?	b. Specific criteria or formula to define targetting and priorities.	
c. What priorities are specified for the selection of projects and services to be funded?	c. Any specific priorities established by law.	
d. What characteristics are essential to make an LEA eligible for funding?	d. Specific criteria to be met for eligibility of LEA.	
2. Project Applications		
a. What LEA's are eligible to submit applications under the legislation?	2a. Compare characteristics of LEA with criteria, priorities and eligibility characteristics defined in 1 above, Generate list of eligible LEA's.	2a. LEA Applications and General State Data.
b. Do LEA's require assistance to complete applications?	b. (1) Examine applications submitted for completeness and accuracy. (2) For LEA's submitting no or poor applications, query LEA Superintendent's office about assistance needs.	b. LEA Application and Superintendent's Office.
c. Did all eligible LEA's submit applications?	c. Compare list of LEA's submitting applications with list of eligible LEA's from 2a. List eligibles not submitting application.	c. LEA Applications.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
d. Is each application complete, correct, and in accordance with legislation and Federal or State guidelines?	d. Judgment of program personnel based on 2.b.(1) and 1. above.	d. Not available.
e. What are specific requirements for correction/modification of applications?	e. Generate specific requirements for modification of each LEA Application based on judgment and criteria, etc. Send to LEA.	e. Not available.
3. What is the amount of funds available for distribution?	3. Determine amount of funds available to State for distribution.	3. Appropriations/Disbursement Formula.
4. What amount of funds will go to each eligible LEA?	4. Compute funds to go to each LEA based on project application data and program disbursement formula. Prepare list of distribution of funds.	4. Application Proposal.
5. What are the restrictions of the legislation as to how the funds may be spent?	5. Develop and distribute list of any and all restrictions on how LEA's can or must have spent money.	5. State and Federal Guidelines.
Evaluation Questions		
1. How many and what percent of all school districts are eligible?	1a. Count of number of school districts that are eligible. b. Count of number of school districts eligible divided by the total number of school districts in the State.	1a. Not available. b. Not available.
2. How many and what percent of all school districts have submitted applications?	2a. Count of number of school districts that have submitted applications.	2a. SAFA, School Food, Transportation Applications/Reimbursement; State Grants - Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
	b. Count of number of school districts that have submitted applications divided by the total number of school districts in the state.	b. Take (a) and general school records.
3. How many and what percent of all school districts are receiving funds?	3a. Count of number of school districts receiving funds.	3a. School Food - Reimbursement Forms and Reports; Transportation - Application/Reimbursement Form; State Grants - Conn; Report - Colo Budget; SAFA - Report of Contract Awarded (partial).
	b. Count of number of school districts that are receiving money divided by the total number of school districts in the State.	b. Take (a) and general school records.
4. How much money is received for this program in each district and in the entire State?	4. Distribution of amounts of money received for this program in each district and for the entire State.	4. State Grants - Report (Conn), Budget (Colo) Transportation - Application/Reimbursement; School Food - Monthly Report and Reimbursement; SAFA (not available).
5. How much money is received per pupil for this program in each district and in the entire State?	5. Distribution in each district and over the entire State of amount of money received for this program divided by number of pupils served.	5. Take 4 (above) and SAFA and Transportation - Application Report and Application/Reimbursement; School Food- Monthly Report and Reimbursement; State Grants - Annual Pupil Report and CPIR.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
6. How does the amount of funds received this year over the entire State and in each district compare to previous years?	6. For each district and for the entire State, distribution of the amount of funds received this year and amounts received in each of the previous ten years.	6. Take 4 (above) and general State records.
STATE GRANTS, TRANSPORTATION GRANT AND SCHOOL FOOD SERVICES		
Management Questions		
1. How effective is the SEA in providing substantive guidance to the LEA's in their Program activities?	1. Judgments by SEA middle management and program personnel, and by LEA personnel, as to effectiveness of SEA guidance based on:	1. Special data collection.
a. How frequently does the SEA disseminate information regarding effective practices and procedures?	a. List the articles and types of information disseminated by the SEA with dates of dissemination or periodicity, if serial publications.	a. Program files.
b. What assistance does the SEA provide to LEA's in developing program projects and how frequently?	b. List the kinds of assistance provided to LEA with the number of LEA's so assisted and the frequency of assistance to each LEA. This list will include both assistance in project development and assistance in project evaluation.	b. State Program Files.
c. What assistance does the SEA offer LEA's in evaluating local program services, and how frequently?	c. Same as (b) above.	c. State Program Files.
d. In which program areas do the LEA's need more SEA assistance and what kinds of assistance are required?	d. Distribution of LEA statements of which areas need more assistance and what kind of assistance is needed in each area. Generate list of LEA needs for SEA.	d. Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
TRANSPORTATION, SAFA, SCHOOL FOOD		
Evaluation Questions		
1. How many and what percent of students in the State's public schools are eligible under each program?	1a. Sum of number of students that are eligible.	1a. School Food - Semi-Annual Eligibility Report (Conn); Transportation and SAFA - Not available.
	b. Sum of number of students eligible divided by the total number of students in the State.	b. Take (a) and general State records.
STATE GRANTS AND SAFA		
Management Questions		
1. What are the historical expenditures of each LEA?	1. Generate frequency distributions of expenditures for each LEA for past ten years. Use breakouts required for general State reporting.	1. State records for previous ten years; SAFA breakout by general State reporting, not available; Total for Reimbursement Report, State Grants - Utilize 2 below; CPIR.
2. What are current LEA expenditures?	2. Frequency distribution of most current years' expenditures by LEA and using State required breakout.	2. SAFA as in 1 (above); State Grants Colo Annual Financial Report, Conn Annual School Report; CPIR.
3. What is eligible membership and (ADM) for each LEA?	3. Frequency distribution of ADM and eligible membership for each LEA.	3. SAFA Reimbursement Report and Application/Proposal; State Grants, partial answer, annual pupil report; CPIR.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
4. What is the level of per pupil expenditures for each LEA?	4. Frequency distribution of the total current expenditures divided by (eligible) membership for each LEA.	4. Take (2) and (3) above.
Additional Reporting Requirements		
1. What is each district's average daily attendance?	1. For each district, the average daily attendance by school.	1. Conn - End of Year School Report. Colo - Foundation Act Certification Form.
TRANSPORTATION, SCHOOL FOOD		
Evaluation Questions		
1. How many and what percent of students are being served by each program?	1a. Sum of number of students being served.	1a. SAFA - Monthly Reports and Reimbursement Forms; Transportation - Application/Reimbursement Forms.
	b. Sum of number of students being served divided by total number of students in the State.	b. Take (a) above and general State records.
2. How does the number and percent of students being served by each program this year compare with previous years?	2. For the entire State and for each district separately, distribution of the numbers and percents of pupils served this year and in each of the previous ten years.	2. Take (1a) above and general State records.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
3. How many and what percent of schools does each program serve over the State?	3a. Number of schools participating in each program over the entire State.	3a. School Food - Reimbursement Forms; Transportation - Not available by School for Colo; Conn. Application/Reimbursement.
	b. Number of schools participating divided by the total number of schools in the State.	b. Take (a) and general State records.
STATE GRANTS		
Management Questions		
1. Are there any special parts of State law under which an LEA can get additional money because of special circumstances?	1. Review of legislation. (See item 1d, under all four programs above.)	1. State and Federal loans.
2. How many and which LEA's meet these special circumstances?	2. Comparison of LEA characteristics with legislative criteria. (See item 2a, under all four programs above). Generate list.	2. LEA Applications and general State data.
3. How many affected LEA's apply?	3. Comparison of list of eligible LEA's with list of LEA's applying under special provisions. Generate list of eligibles that have not applied.	3. State records and list of Colo. Supplemental Assistance Application and Certification of Acceptance; Conn. not available.
4. Are affected LEA's aware of special funds availability?	4. Using list generated in (3) (or list of all eligibles), query LEA's and provide information to those needing it.	4. Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
5. Are there needs for workshops or special training for instruction of LEA personnel in completing applications (for special or regular grants) e.g., are the requirements for application overly complex, so as to require special instruction, explanation or supervised practice?	5. Analyze judgments as follows to assess overall need for workshops, etc. 5a. Judgment by SEA staff as to complexity of application and need for training, etc. b. Judgment by LEA personnel as to degree of need for training.	5. Not available.
Evaluation Questions		
1. Are the funding levels sufficient to carry out the programs necessary to meet the appropriate goals and objectives in each district?	1. Distribution, by district, of amounts of funds received and the amounts of funds expended.	1. District and State Budget.
2. How many and what percent of districts requested funds for Supplemental Assistance because of Special Circumstances or Contingencies?	2a. Number of districts requesting funds for Supplemental Assistance because of Special Circumstances or Contingencies. b. Number of districts requesting funds for Supplemental Assistance divided by the total number of districts in the State.	2. Colo - Application for Supplemental Assistance. Conn - Not Applicable.
3. How much money did each district request for Supplemental Assistance?	3. Distribution, by district, of the amount of funds requested for Supplemental Assistance.	3. Colo - Application for Supplemental Assistance. Conn - Not Applicable.
4. How much money did each district receive for Supplemental Assistance?	4. Distribution, by district, of the amount of funds received for Supplemental Assistance.	4. Colo - District Budget Conn - Not Applicable.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
5. What percent of the money requested for Supplemental Assistance did each district actually receive?	5. For each district, the amount of funds requested for Supplemental Assistance divided by the amount of funds received for Supplemental Assistance.	5. Colo - Funds requested - Application for Supplemental Assistance; Funds received - District budget. Conn - Not applicable.
6. How does the amount of money that each district requested and received for Supplemental Assistance compare to previous years?	6. Distribution, by district, of the amounts of money requested and received for Supplemental Assistance for this year and for each of the previous ten years.	6. Colo - Funds requested - Application for Supplemental Assistance; Funds received - District budget. Conn - Not applicable.
Additional Reporting Requirements		
1. What is each district's average daily membership?	1. For each district, the average daily membership by school.	1. Colo - Full report. Conn - Opening School Enrollment.
2. How many days is each district's school year?	2. For each district, the number of days in the school year.	2. ESS (District).
TRANSPORTATION GRANTS		
Management Questions		
1. How many pupils are transported to schools in each eligible LEA?	1. Frequency distribution of pupils transported by bus for each eligible LEA.	1. Conn - School Transportation Application; Colo - Not available.
2. How many buses are used and for how many miles are they driven?	2. Frequency distribution of the count of buses used and miles driven for each bus for each eligible LEA.	2. Colo - Certification of Transportation; Conn - Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
3. What are the predictable financial requirements for next year?	3. Generate a prediction based on trends analysis of expenditures; characteristics of the population served, (concentration, age, urbanism, etc.); school locations; etc. Use data from past five years and current year to project next year's financial requirements. Include expert judgment data on expected changes in any and all data types. Predictions should include all LEA's and entire State.	3. State records for previous five years; partial answer, Conn - School Transportation Application; Colo - Certification of Transportation.
4. Are there statewide needs for transportation or for bus driver training which are not now being met?	4a. Mean ratings by SEA and LEA personnel as to adequacy of current program services. b. Counts of pupils not having adequate transportation based on legal provisions. c. Counts of bus drivers hired who have not received adequate driver training.	4. Not available.
Evaluation Questions		
1. How many miles did school buses travel this year?	1. For each district and for the entire State, number of miles traveled by school buses.	1. Colo - District Transportation Fund Report. Conn - Not available.
2. How does the number of miles traveled by buses this year compare with previous years?	2. For the entire State and for each district separately, distribution of number of miles traveled by buses this year and in each of the previous ten years.	2. Colo - District Transportation Fund Report. Conn - Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
3. What is the average number of miles that each student is transported by bus?	3. For the entire State and for each district separately, the number of miles traveled by school buses divided by the aggregate number of pupils transported during the year.	3. Colo - District Transportation Funds Report. Conn - Number of miles - Not available; Number of pupils - Grant Application.
Additional Reporting Requirements		
1. What are the number of vehicles used by type in each district and over the entire State?	1. For each district and over the entire State, the number of vehicles used by type.	1. Conn - Fall School Report. Colo - Public School Transportation Fund Report.
2. For the non-public schools within each district, what is the total number of pupils transported?	2. For each district and over the entire State, the total number of non-public school pupils transported.	2. Conn - Fall School Report. Colo - Not available.
3. For the non-public schools within each district, what is the total cost of the transportation program?	3. For each district and over the entire State, the cost of the transportation program for non-public school pupils.	3. Conn - Fall School Report. Colo - Not available.
4. What is the amount of State funds that is allocated for the transportation program?	4. The amount of State funds allocated for the transportation program by district.	4. State budget; Colo - Five-Year Comparison Report.
5. What percentage of the cost of the transportation program does the State money cover?	5. For each district and for the entire State, the amount of State money allotted to the transportation program divided by the total cost of the transportation program.	5. State budget; Colo - Five-Year Comparison Report.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
6. What is the average number of pupils transported to an adjoining State each day?	6. For each district and for the entire State, the total number of pupils transported to an adjoining State over all days divided by the number of school days.	6. Colo - Five-Year Comparison Report. Conn - Not available.
7. What is the average number of bus-miles driven each day to an adjoining State?	7. For each district and for the entire State, the total number of bus-miles driven over all days divided by the number of school days.	7. Colo - Five-Year Comparison Report. Conn - Not available.
8. How many districts transport pupils to an adjoining State?	8. The number of districts transporting pupils to an adjoining State.	8. Colo - Five-Year Comparison Report. Conn - Not available.
SAFA		
Management Questions		
1. Is each LEA identifying all eligible Federal lands or activities?	1. Comparison of LEA identified eligible items with State and Federal records (if available). Note and disseminate differences to LEA's.	1. State and Federal records and Application/Proposal.
2. Is each LEA identifying all eligible students?	2. Analyze data collection procedures used by LEA's; advise on changes to increase ratio of identified eligibles.	2. Not available.
3. Is each LEA being reimbursed at the most favorable rate possible?	3. Compare current reimbursements with formula for allocation and eligibility data. Recheck rates; adjust if necessary.	3. Partial answer, Application/Proposal and Reimbursement Report.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
4. What are the numbers of pupils eligible?	4. Frequency distribution by LEA, and for State, of numbers of pupils eligible for SAFA support, the number and proportion of these who are Indians, and the acreage of Federal and Indian land included in LEA's.	4. Application/Proposal, Reimbursement Report.
5. What is the number of Indian children included in total eligible pupils?	5. Same as (4) above.	5. Same as (4) above.
6. What is the total acreage of Federal or Indian lands in the LEA?	6. Same as (4) above.	6. Same as (4) above.
Evaluation Questions		
1. What percent of each dollar spent for operating the State's public school system was obtained from P.L. 815 and P.L. 874 funds?	1a. For each district and for the entire State, number of dollars of P.L. 815 funds received for school construction divided by the total number of dollars spent for school construction. b. For each district and for the entire State, number of dollars of P.L. 874 funds received divided by the total number of dollars spent for operating the State's public schools.	1. State budget.
2. What percent of each dollar received by the State's public schools from the Federal government came from P.L. 815 and P.L. 874 funds?	2. Number of dollars received from P.L. 815 and P.L. 874 funds divided by the total number of dollars received from the Federal government for education.	2. State budget.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
Additional Reporting Requirements		
1. What is the normal classroom capacity for kindergarten, elementary, junior high and senior high schools?	1. For the entire State, the average number of students normally found in kindergarten, elementary, junior high and senior high school classrooms.	1. Report of Minimum Requirements for School Construction.
2. How many contracts were awarded during the year for new school plants?	2. Total number of contracts awarded.	2. Report of Minimum Requirements for School Construction.
3. What is the State policy on minimum requirements for public school buildings?	3. Narrative information about requirements.	3. Report of Minimum Requirements for School Construction.
4. For each contract awarded for a school building, how many classrooms will be built, number of pupils to be housed, what shool grades will be housed in the building, what special facilities will be provided, and what is the total cost of the school plant?	4a. Total number of classrooms to be built by type of school. b. Total number of pupils to be housed. c. Grade span of school. d. Checklist of special facilities provided. e. Total cost of school plant.	4. Report of Contracts Awarded.
SCHOOL FOOD SERVICES		
Management Questions		
1. What school food needs are not currently being met by the program?	1. Summary distributions (by LEA's and for state) of:	
	a. Statements of specific school food needs as judged by LEA and school personnel.	a. Application/Agreement.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
	b. Counts of pupils judged eligible who are not receiving school food services.	b. Conn - Report of Eligible Children. Colo - Not available.
	c. Reports by public health agencies of families or individuals suffering malnutrition.	c. Not available.
	d. Counts of eligible pupils in eligible schools who are not receiving services because of current funds, shortages in programs, or mismanagement of funds or services.	d. Not available.
2. What kinds of projects would meet these additional needs?	2. Distribution of recommendations for additional programs by SEA and LEA personnel in relation to specific needs for services.	2. Not available.
3. What are the anticipated changes in needs, e.g. is the composition of the State school population expected to change greatly?	3. Generate prediction based on trends analysis and involving expert judgments about expectations as to political-social changes in State (Cf. Item 3, under Transportation Grants, above).	3. Application/Agreement.
4. What new directions should the program take; e.g., should there be an emphasis shift from milk to lunch service?	4. Distribution of recommendations of SEA and LEA personnel as to new directions that the program should take.	4. Not available.
Evaluation Questions		
1. What percent of the costs of each program does the Federal reimbursements cover?	1. For each program, amount of Federal reimbursements divided by total program costs.	1. Federal Reimbursements - Monthly Program Reports, and Reimbursement Requests. Total Costs - District budget.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
2. How many free and reduced-price lunches were served in each district?	2. Distribution of the number of free lunches and the number of reduced-price lunches served in each district.	2. Monthly Program Report and Claim for Reimbursement.
3. How does the number of free and reduced-price lunches served in each district compare with the previous year's figures?	3. Distribution by district for this year and the ten previous years of the numbers of free and reduced-price lunches served.	3. Monthly Program Report and Claim for Reimbursement.
4. How many breakfasts were served in each district?	4. Distribution of the number of breakfasts served in each district.	4. Reimbursement Request.
5. How does the number of breakfasts served by district compare with the previous year's figures?	5. Distribution by district for this year and the ten previous years of the number of breakfasts served.	5. Reimbursement Request.
6. How many cartons of milk were served under the Special Milk Program in each district?	6. Distribution of the number of cartons of milk served in each district.	6. Monthly Program Report and Claim for Reimbursement.
7. How does the number of milk cartons served by district under the Special Milk Program compare with previous year's figures?	7. Distribution by district for this year and the ten previous years of the number of cartons of milk served.	7. Monthly Program Report and Claim for Reimbursement.
Additional Reporting Requirements		
1. How much State money is used to pay for the operation of the School Lunch Program?	1a. The amount of State money used to pay for the operation of the School Lunch Program over the entire State. b. The percent of the money used for operation of the School Lunch Program that comes from State funds over the entire State.	1. Annual Statement of Income and Expenditures.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
2. How much local money is used to pay for the operation of the School Lunch Program?	2a. The amount of local money used to pay for the operation of the School Lunch Program over the entire State. b. The percent of the money used for operation of the School Lunch Program that comes from local funds over the entire State.	2. Annual Statement of Income and Expenditures.
3. For each program, over the entire State, what is the amount of money with respect to: a. Withdrawals on letters of credit (cumulative to date). b. Reimbursement checks mailed to schools (cumulative to date). c. Unpaid claims on hand. d. Estimated claims incurred but not received to date. e. Total claims paid and on-hand.	3. For each program, the amount of money with respect to: a. Withdrawals on letters of credit. b. Reimbursement checks mailed to schools. c. Unpaid claims on hand. d. Estimated claims incurred but not received to date. e. Total claims paid and on-hand.	3. Monthly Report on Actions Related to Letters of Credit.
4. How much money has been withdrawn to date for each of the following for State administrative activities: a. Salaries b. Other recurring general administrative expenses c. Nonrecurring general administrative expenses d. Expenses incurred for which funds were not drawn e. Total expenses to date.	4. The amount of money withdrawn for: a. Salaries b. Other recurring general administrative expenses c. Nonrecurring general administrative expenses d. Expenses incurred for which funds were not drawn e. Total expenses to date.	4. Monthly Report on Actions Related to Letters of Credit.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
5. For the Special Food Program for children, what are the total expenditures and obligations incurred during the year over the entire State?	5. The total expenditures and the total obligations, on hand or paid and anticipated, over the entire State.	5. Annual Accounting Report for Special Food Service Program.
6. For the Special Food Program, what funds are authorized in Notices of Program Limitations, checks for D.C., or Work Plans for Food and Nutrition Service Regional Offices?	6. The amount of funds authorized in Notices of Program Limitations, checks for D.C., or Work Plans for Food and Nutrition Service Regional Offices over the entire State.	6. Annual Accounting Report for Special Food Service Program.
7. For the Special Food Program, what funds are not needed and released or what additional funds are needed?	7a. The amount of Special Food Program funds not needed and released for the entire State. b. The amount of additional funds needed over the entire State.	7. Annual Accounting Report for Special Food Service Program.
8. How many schools are receiving cash assistance under Section 11 of the Nonfood Assistance Program?	8. The number of schools receiving cash assistance under Section 11 of the Nonfood Assistance Program over the entire State.	8. Annual Report of Nonfood Assistance Program.
9. How many schools are receiving over 9¢ reimbursement per lunch under Section 4 of the Nonfood Assistance Program?	9. The number of schools receiving over 9¢ reimbursement per lunch under Section 4 of the Nonfood Assistance Program over the entire State.	9. Annual Report of Nonfood Assistance Program.
10. For the Civil Rights Status Report, what percent of the required assurances were due, received, accepted, unacceptable, pending and refused?	10. The number of Civil Rights Status Report Assurances that were due, received, accepted, unacceptable, pending and refused divided by the total number of assurances.	10. Civil Rights Status Report.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT, NO STATE PLAN (Cont.)		
11. How many Civil Rights Compliance Field Reviews were initiated, in process, scheduled, completed, indicating compliance, and indicating non-compliance?	11a. The number of Field Reviews that were initiated, in process, scheduled, completed. b. The number of Field Reviews that indicated compliance and the number that indicated non-compliance.	11. Civil Rights Status Report.

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN COMPENSATORY EDUCATION, MIGRANT, SCHOOL LIBRARY PROGRAM AND DRIVER EDUCATION IN CONN. Management Questions		
1. State Plan Requirements 1a. Has a State Plan been developed and submitted to USOE? b. Is the current State Plan adequate or does it need revisions? c. If State Plan already submitted, are annual updates or Assurance Statements to be prepared and filed with USOE? d. What are guidelines for preparation, updating, submissions of State Plans, Assurances, etc.?	1. Examination of current documentation and plans for program to obtain answers specific to programs. Examination must include review of pertinent Federal or SEA guidelines for program development and conduct	1. State Plan, Guidelines, and Legislation
2. If revision or update of State Plan is required, what changes should be made?	2a. Distribution of justified recommendations for specific changes or modifications of State Plan obtained from: (1) Representatives of LEA's (2) Representatives of non-public schools (3) Representatives of cultural and educational resources of State (4) Members of the State Advisory Council (5) SEA management personnel (6) SEA program staff (7) State legislative liaison personnel (8) State financial experts b. Distribution by LEA's of: (1) Results of State-wide needs assessments (2) Results of local needs assessments (3) Needs and proposed solutions extracted from LEA project applications	2a. Not Available b. (1) Not Available (2) Not Available (3) Compensatory Education, Application/Proposal; Remainder-Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
2.	2b. (4) State and local resources available (5) Federal support resources available c. Compare and contrast distribution in a. and b. and obtain judgments of concerned locals and consultants as to most appropriate changes to be made	2b. (4) Not Available (5) Not Available c. Not Available
3. What policies and procedures are specified in the State Plans for the distribution of program funds?.	3. Examine State Plans and legislation to define:	3. State Plan, Federal and/or State Legislation USOE or State summaries
a. What policies and procedures are specified for the review of local project applications?	a. SEA policy and procedures for application review	
b. What criteria are used to determine priorities for project funding?	b. Specific criteria applicable to priority of project funding	
c. What priorities are specified for the selection of projects and services to be funded?	c. Any priorities already specified by law or regulation	
d. Do the State Plan policies and procedures correspond to and comply with the Federal or State legislative rules, regulations and guidelines for program operation and funds disbursement to LEA's or Projects?	d. The degree of concordance between State Plan and State or Federal legislation and guidelines	
4. State Plan/SEA Operations		
a. Do proposals comply with guidelines, etc. and with the State Plan?	4 a. For each LEA, compare and contrast project applications with State Plan and guidelines . List and reject proposals not in compliance	4a. Application/Proposal, State Plan and Guidelines

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
4b. Do proposals meet the general SEA objectives and requirements for this program?	4b. Compare LEA proposals with general SEA objectives. Rank proposals as to degree of accord with objectives	4b. Application/Proposal, SEA objectives
c. Do proposals meet or relate to the assessed needs of the LEA's?	c. Judge LEA proposals in relation to LEA needs as assessed. Rank proposals as to degree of direction toward needs	c. School Library, Inventory, Application/Proposal,
d. Which proposals require modification prior to final acceptance?	d. List LEA's with proposals failing on 4a. or with low rankings on 4b. or 4c. (Suggest modifications to LEA's)	d. Not Available
e. Should the proposal be approved for funding?	e. Final judgment, to be based on compliance and high rankings on 4b. and c. should await LEA modifications if judged necessary	e. Not Available
f. What is the formula for funds distribution or the specific procedure for obtaining Federal funds?	f. Extract actual distribution formula or procedures for obtaining funds from law and/or Federal guidelines	f. Not Available
g. How much money is available to fund each proposal under the formula?	g. Calculate funds availability and prepare frequency distribution of funds available to each LEA	g. Not Available
h. How many LEA's submitted proposals?	h. Count of LEA's submitting proposals	h. Compensatory Education, Migrant, School Library, Driver Education, Application/Proposal
i. How many were initially acceptable (in compliance with law and guidelines)?	i. Count by total proposals submitted minus count of proposals to be modified (Item d., above)	i. Take (h) and (d)
j. How many were eventually approved (perhaps after modification)?	j. List and count of proposals approved (Item e., above)	j. Not Available
k. How many LEA's had program funding last year?	k. List and count of proposals funded in previous year	k. State records for previous five years
l. How many of these are the same LEA's?	l. Compare lists of LEA's with approved applications this year (Item j) with listing of LEA's with projects funded last year (Item k). Count matches	l. Take (j) and (k)

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
4m. Do LEA's require assistance in developing proposals which are approvable?	4m. Examine list of rejected proposals (Item d) and of LEA's not submitting proposals. Query LEA's as to types of assistance required from SEA-develop distributions of assistance which can be provided by LEA	4m. Not Available
n. What kinds of assistance are required that SEA can provide?	n. Same as 4m. above	4n. Not Available
5. SEA time schedule for program application, review, approval, and funding cycles		
5a. What are the State's time schedules?	5a. Review SEA cycle with respect to funding, etc. Develop list of specific scheduled events and timing requirements to be met by LEA's	5a. Conn, calendar of schools-to-state reports and forms, Colo, Not Available
b. What implications do the time schedules have for local planning, purchasing of materials, recruitment of supporting staff, and for assessment of materials/ project?	b. Disseminate schedules to LEA's with reminders as to critical nature of deadlines for applications, requests for reimbursements, certifications, etc.	b. Same as 5a. above
6. How much money do the States receive to administer the Program?		
6a. How much is expended on staff salaries?	6a. Distribution of funds expended for program administration at the SEA with breakout of staff salaries, other expenses, and remaining unexpended funds	6a. Migrant, Compensatory Education, School Library Annual Report, Driver Education Application/ Proposal; partial; CPIR
b. How much is returned unexpended?	b. Same as 6a. above	b. Same as 6a.above

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
Evaluation Questions		
1. How many and what percent of all school districts have submitted proposals?	1a. Number of LEA's submitting proposals	1a. All Programs/Applications; School Library Program-Conn also Right to Read Application
	b. Number of LEA's submitting proposals divided by the total number of LEA's in the State	b. Take (a) and general State records
	c. Distribution of (a) and (b) for this year and the five previous years	c. General State records for previous five years
2. How much money was received by each school district under this program?	2. Distribution of the amount of money received for a particular program by each district and over the entire State for this year and the five previous years	2. School Library Program-Entitlement; Driver Education Application/Proposal: Compensatory Education-Conn. Financial Statement and Colo-Annual Evaluation Report (partial State funds) and Evalua-Form and State figures on Annual Financial Report: Migrant-Conn Evaluation Form; and Colo Annual Financial Report and for previous five years

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
3. How much money was received per pupil by each school district under this program?	3a. Amount of money received for a particular program divided by number of target group children.	3a. Take (2) above and Driver Education-Opening School Enrollment and CPIR: Migrant-Application for Grant; Compensatory Education-Application for Grant and CPIR: School Library-general school statistics
	b. Distribution of (a) by district and for the entire State for this year and the five previous years	b. General State records for previous five years
4. What are the total costs of the program in each school district? What are costs of each program by type of service?	4a. For each district and the entire State, total costs of each program	4a. Driver Education-Application/Proposal: Compensatory Education-Annual Financial Report and CPIR: Migrant-Annual Financial Report: School Library-Colo-Annual Report and Conn Not Available and CPIR
	b. For each district and the entire State, costs of each program by type of service provided	b. Same as 4a. above
	c. Distribution of (a) and (b) for this year and for each of the previous five years	c. General State records for previous five years
5. What are the costs of each program per pupil in each school district? What are the costs per pupil in each school district for each type of service?	5a. For each district and for the entire State, total costs of each program divided by the number of participants in that program	5a. Take 4(a) and Driver Education, Application/Proposal: Compensatory Education Evaluation Form, Grant Application and CPIR: Migrant-Evaluation and CPIR and School Library-general State statistics

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
5.	5b. For each district and for the entire State, costs of each program by type of service provided divided by the number of participants receiving that service	5b. Take 4(a): Migrant-Colo-Annual Evaluation Form, Conn-Not Available; Compensatory Education (Colo) Annual Evaluation Form Conn-Not Available Driver Education-Application/Proposal, School Library-Not Available
	c. Distribution of (a) and (b) for this year and for each of the previous five years	c. General State records for previous five years
COMPENSATORY EDUCATION, MIGRANT AND DRIVER EDUCATION (CONN) PROGRAMS		
Management Questions		
1. What are the characteristics of SEA Program monitoring and evaluation?	1a. List of types of monitoring and evaluation conducted by SEA	1a. Driver Education, Quarterly Progress Report; Compensatory Education, Migrant, Annual Evaluation Report; Colo Migrant, Visitation Report, Contract for Study.
1a. What types of monitoring and evaluation of program projects does the SEA conduct?		
b. Who participates in State conducted monitoring and evaluation?	b. List of types of personnel who are involved in monitoring and evaluation	b. Driver Education, Compensatory Education, Not Available; Migrant State Application/Proposal,
c. How much monitoring is necessary?	c. Estimation by SEA staff of frequency and amount of time necessary for adequate monitoring	c. Not Available
d. Which LEA's will be monitored?	d. Listing of criteria for selection of LEA's for monitoring	d. Not Available
e. Which LEA's will be evaluated through on-site visits?	e. Listing of criteria for selection of of LEA's for on-site visits	e. Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
1f. Do LEA activities, expenditures, staffing and target populations match those stated in its proposal?	1f. Comparison of current LEA activities, expenditures, staffing and target populations with those stated in its proposal	1f. Driver Education, Application/Proposal; Compensatory Education, Migrant Application/Proposal, Annual Evaluation Report; Compensatory Education, Annual Financial Report, CPIR.
g. What use is made of the findings?	g. Listing of uses to which findings are put	g. Not Available
h. How many projects are meeting OE guidelines?	h. Count of projects meeting OE guidelines as determined by monitoring	h. Not Available
2. How effective is the SEA in providing substantive guidance to the LEA's in their Program activities?	2a.	2a.
2a. To what extent and how do the States disseminate information regarding effective practices procedures and/or materials?	(1) Enumeration of State dissemination of information regarding effective practices procedures and/or materials	(1) Driver Education, Compensatory Education, Not Available; Migrant State Application/Proposals contract for States
	(2) List of dissemination methods and frequency of use.	(2) Same as 2a.(1) above
b. What assistance do States provide to LEA's in developing the content of projects?	b. Listing of the types of assistance provided to LEA's in developing the content of projects.	b. Not Available
c. What assistance do States offer LEA's in evaluating local program services?	c. Listing of types of assistance offered to LEA's in evaluating local program services.	c. SEA consultant
3. Do Project applications comply with State certification and training laws?	3. Comparison of project applications with State certification and training laws	3. Driver Education, Compensatory Education, Migrant Application/Proposal
4. How many LEA's have approved working projects under the program?	4a. Count of LEA's with approved working projects under the program	4a. Compensatory Education, Migrant Sum of Annual Evaluation Report; Driver Education Quarterly Progress Report

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
4.	4b. Percentage that these LEA's are of total eligible LEA's	4b. Take (a) and Not Available
Evaluation Questions		
1. How many and what percent of students are being served by this program by district and over the entire State? How does the number and percent of students served by this program this year compare to previous years?	1a. Number of children in the State and in each district that are served by the program b. Number of children served by the program in the State and in each district divided by the total number of target group children in the State and in each district c. Distribution of (a) and (b) for this year and the five previous years	1. Compensatory Education-Annual Evaluation Report, Grant Application (partial) and CPIR; Conn Driver Education-Grant Application and Opening School Enrollment Report; Migrant-Grant Application
2. How many administrators, teachers, other professionals, teacher aides, and other non-professionals have participated in or are currently enrolled in in-service training workshops? How does this number compare with figures for previous years?	2a. For each district and for the entire State, the number of administrators, teachers, other professionals, teacher aides, and other non-professionals who participated in in-service training programs by type of training b. Distribution of (a) for this year and the five previous years	2. Compensatory Education-Annual Evaluation Report; Conn Driver Education-Not Available; Colo Migrant-Annual Evaluation Report; Conn Migrant-Not Available
3. How many hours of pre-service and in-serivce training activities by type have been conducted this year? How does this number compare to previous years?	3a. For each district and for the entire State, the number of hours of in-service and pre-service training provided by type of training b. Distribution of (a) for this year and the previous five years	3. Colo Compensatory Education-Annual Evaluation Report; Colo and Conn Compensatory Education-ESS-Di ; Conn Driver Education-Not Available; Colo Migrant-Annual Evaluation Report; Conn Migrant-Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANGEMENT-STATE PLAN (Cont.)		
4. Have the workshops met their objectives?	4. Distributions of ratings of the workshops	4. Compensatory Education-Not Available; Conn Driver Education-Not Available; Migrant-Not Available
COMPENSATORY EDUCATION, MIGRANT, AND SCHOOL LIBRARY PROGRAMS		
Evaluation Questions		
1. How many personnel by types are involved in the program in each district and over the entire State?	1a. Number of personnel by type in each district and over the entire State	1a. Compensatory Education-Annual Evaluation Report and CPIR; Migrant-Project Summary
	b. Distribution of (a) for this year and for each of the five previous years	b. State records for previous five years
2. How many and what percent of all school districts are receiving funds under this program?	2a. Number of LEA's receiving funds	2a. School Library Program-Entitlement; Migrant-Annual Financial Report; Compensatory Education Conn-Financial Statement; Colo Annual Evaluation Report
	b. Number of LEA's receiving funds divided by the total number of LEA's in the State	b. Take (a) and Not Available
	c. Distribution of (a) and (b) for this year and five previous years	c. State records for previous five years
3. What percent of target group students in State attend schools or reside in districts which receive funds?	3a. Number of target groups attending schools which receive funds divided by the total number of target group students in all schools	3a. Migrant, Compensatory Education (partial); School Library,Application/Proposal; ESS-Di
	b. Number of target group students residing in districts which received funds divided by the total number of target group students in all districts	b. Same as 3a. above

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
COMPENSATORY EDUCATION AND MIGRANT PROGRAMS		
Management Questions		
1. In what ways does the timing of appropriations affect the State and local Title I operations?		
1a. When are appropriations made for a given fiscal year?	1a. Comparison of the date when appropriations are made for a given fiscal year with the date when LEA's need to know what their entitlement will be to plan adequately for a given fiscal year	1a. Not Available
b. When do LEA's need to know what their entitlement will be to plan adequately for a given fiscal year?	b. Same as 1a. above	b. Not Available
c. What problems arise for LEA's in operating Title I services without knowing exactly what their entitlement will be for a given fiscal year?	c. List of problems caused by discrepancy in above dates.	c. Not Available
2. What are the current needs for medical or dental care for disadvantaged or migrant children?	2a. Estimates of the number of: (1) Disadvantaged children needing dental care only (2) Migrant children needing dental care only (3) Disadvantaged children needing medical care only (4) Migrant children needing medical care only (5) Disadvantaged children needing medical and dental care (6) Migrant children needing medical and dental care (7) Disadvantaged and migrant children needing dental and medical care	2a. Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
2.	2b. Percentage that each of the above estimates are to their respective total target populations	2b. Not Available
3. How many projects include these services?	3a. Number of projects which include: (1) Dental Services only (2) Medical Services only (3) Both b. Percentage of the total number of projects which include: (1) Dental Services only (2) Medical Services only (3) Both	3a. Not Available b. Not Available
4. How many pupils are being served within and across projects?	4. Number of pupils being served within each project and sum across all projects	4. Compensatory Education, Migrant-Annual Evaluation Report, CPIR
Evaluation Questions		
1. What are the costs/benefits for each project in each school district? Gains in achievement test scores per dollar spent, etc.	1a. Comparisons across districts of gains in test scores, ratings of behavior, and attendance, dropout and promotion data divided by number of dollars spent per pupil in each district b. Comparisons of (a) with data from each of the previous five years	1a. Compensatory Education - Annual Evaluation Report and ESS-Di; Migrant-Annual Evaluation Report and Annual Financial Report b. Take (a) and State records from previous five years
2. How many and what percent of all districts are eligible to receive funds?	2a. Number of districts that are eligible divided by the total number of districts in the State b. Distribution of (a) for this year and the previous five years	2a. Federal Legislation; Census Reports b. Take (a) and State records for previous five years

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
3. How many and what percent of all children in the State and in each district are eligible?	3a. Number of children in the State and in each district that are eligible	3a. Migrant-Not Available; Compensatory Education-Application/Proposal, ESS-Pr, CPIR
	b. Number of eligible children in the State and in each district divided by the total number of school-age children in the State and in each district	b. Migrant-Not Available; Compensatory Education-Application/proposal and State Records, ESS-Pr, CPIR
	c. Distribution of (a) and (b) for this year and each of the previous five years	c. Migrant-Not Available; Compensatory Education-State records for previous five years
4. How does the racial and ethnic composition of the children participating in the program compare to that of the eligible children and all children in the State?	4a. Distribution of numbers and percents of participating children by ethnic and racial group, sum in the State and by each district	4a. Migrant, Compensatory Education-Colo Annual Evaluation Report, Conn-Not Available
	b. Comparisons of (a) with distributions of eligible students by ethnic and racial group	b. Not Available
	c. Comparisons of (a) with distributions of all school-age children by ethnic and racial group	c. Migrant and Compensatory Education:Take (a) and Civil Rights Racial Survey, ESS-Pu
5. How many children by grade level and racial and ethnic background are receiving various kinds of educational services?	5. Distribution of numbers and percents of children who are receiving each of various kinds of educational services by grade level and by racial and ethnic backgrounds in each district and sum over the entire State	5. Migrant and Compensatory Education: Colo Annual Evaluation Report (partial), Conn-Not Available, CPIR
6. Are projects reaching the "right" students, the most needy students?	6. Distribution of numbers and percents of children who do and do not participate in programs by different levels of social-economic status in each district and sum in entire State	6. Migrant-Not Available, Compensatory Education-Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
7. What impacts did the program have on children? What gains were obtained on achievement test scores and on school readiness tests? What changes occurred in the behavior of children? Changes with respect to responsibility, attentiveness, creativity, disruptive behavior, understanding instructions, self concept, dress habits, anxiety, attendance, reading and math proficiency, oral expression, awareness of current affairs, educational aspirations, and independent learing? What changes occurred with respect to dropout, attendance, and promotion data?	7a. Distribution of post-test scores and pre-test scores on achievement and school readiness tests sum in the State and by each district b. Mean of difference between post-test score and pre-test score on achievement and school readiness tests sum over the State and by each district c. Comparison of ratings of student behavior at the beginning and end of the school year sum over the entire State and by each district d. Comparisons of changes in dropout, attendance, and promotion data at the beginning, at the end of the school year sum over the entire State and by each district	7a. Migrant and Compensatory Education-Annual Evaluation b. Migrant and Compensatory Education-Annual Evaluation c. Migrant and Compensatory Education: Colo Annual Evaluation Form, Conn-Not Available, ESS-Pu d. Migrant and Compensatory Education: Conn Annual Evaluation Form, Colo-Not Available
SCHOOL LIBRARY PROGRAM		
Management Questions		
1. How effective is the SEA in providing substantive guidance and assistance to local schools regarding educational materials?		
1a. To what extent does the SEA disseminate information regarding new educational materials? b. What assistance does SEA provide to local schools in developing libraries, media centers, and other delivery mechansism?	1a. Rating by LEA's of extent of dissemination of information regarding new educational materials b. Listing of the kind of assistance provided to local schools in developing (1) Libraries (2) Media (3) Other delivery mechanisms	1a. Not Available b. SEA Consultant

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
1c. What assistance does the SEA offer local schools in evaluating the quality of educational materials?	1c. Listing of the types of assistance offered to LEA's in evaluating the quality of educational materials	1c. SEA Consultant
2. What criteria are specified in the State Plan for the distribution of Title II funds?		
2a. What criteria are specified for the selection of school districts to participate?	2a. List the criteria specified in the State Plan for the selection of participant school districts	2a. State Plan
b. What criteria are specified for the selection of schools within districts to participate?	b. List the specified criteria for the selection of participant schools	b. State Plan
c. What criteria are specified for the selection of Title II materials?	c. List the specified criteria for the selection of Title II materials	c. State Plan, OE guidelines and regulations
3. What procedures are specified in the State Plan for the distribution of Title II funds?		
3a. What procedures are specified for the distribution of funds to school districts to participate?	3a. List the procedures specified in the State Plan for the distribution of Title II funds to school districts	3a. State Plan
b. What procedures are specified for the distribution of funds to schools within districts?	b. List the specified procedures for the distribution of funds to schools	b. State Plan
c. What procedures are specified for the distribution of Title II materials?	c. List the specified procedures for the distribution of Title II materials	c. State Plan
4. How are the funds actually distributed?		
4a. What are the characteristics of school districts receiving Title II funds in relation to State selection criteria?	4a. Comparision of characteristics of school districts actually receiving Title II funds with state selection criteria	4a. State Plan, Application/ Proposal, Inventory

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
4b. What are the characteristics of schools receiving Title II funds in relation to State selection criteria?	4b. Comparison of the characteristics of schools actually receiving Title II funds with State selection criteria	4b. State Plan, Application/ Proposal, Inventory
c. What are the characteristics of Title II materials in relation to State selection criteria?	c. Comparison of the characteristics of Title II materials with the State selection criteria	c. State Plan, Inventory
5. Do LEA Requests for Reimbursement match the proposal requests?	5. Comparison of LEA Reimbursement Requests with the proposal requests	5. Application/Proposal Reimubrsement Request
6. Are all items on the request eligible for reimbursement?	6. Comparison of items on the Reimbursement Request with eligibility criteria	6. Reimbursement Request, State Plan, OE, guidelines and regulations
Evaluation Questions		
1. What is the impact of the Title II program in improving the educational opportunities for the students and teachers in the schools of a district?	1. Distribution of the stated impacts of the program across districts	1. Colo-Annual Report, Conn-Application
2. What is the reaction to the Title II program of such groups in your district as school personnel, parents, and the general public?	2. Distribution across districts of the stated reactions toward the program on the part of parents, the general public, and school personnel	2. Colo-Annual Report, Conn-Not Available
3. At what levels and in what subject areas do the greatest gaps in school library resources and instructional materials still exist in the district? For what kinds of materials, by level and subject area?	3. Distribution by district of the greatest gaps in school library resources and instructional materials by type, grade level, and subject area	3. Colo-Annual Report, Conn-Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
4. What additional professional and support personnel and facilities are needed in the district to improve the quality and increase the availability and utilization of school library resources and instructional materials acquired under this program?	4. Distribution by district of numbers of additional professional and support personnel and facilities required by type	4. Colo-Annual Report, Conn-Application
5. How many items (books, periodicals, other printed materials) were purchased by each school district under this program?	5a. Distribution by district of the number of items by type (books, periodicals, etc.) that were purchased b. Distribution of (a) for this year and the five previous years	5a. Colo-Annual Report, Conn-Not Available b. State records for previous five years
6. What was the average cost per item for materials purchased under this program in each school district?	6. Distribution by district of the amount of money that was expended in that district divided by the number of items purchased in that district	6. Colo-Annual Report, Conn-Not Available
Additional Reporting Requirements		
1. How much money and for what activities does the SEA spend for the administration of the program?	1. Amount of money spent by SEA by type of activity for the administration of the program	1. Annual Report of Federal Assistance
DRIVER EDUCATION PROGRAM		
Management Questions		
1. State Funding Available		
1a. How much State money is available? b. What can State funds be used for?	1a. Amount of State money available b. List the guidelines for use of State funds	1a. Not Available b. State Plan, guidelines

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
1c. What are special requirements of the State for project design, development or evaluation?	1c. List the special requirements of the State for project design, development, or evaluation	1c. State Plan, guidelines
2. What are the important aspects of Driver Education program to be monitored/evaluated during on-site visits?	2. List the important aspects of Driver Education to be monitored/evaluated during on-site visits	2. Application/Proposal, Approval of Program Form, Assurance of Requirements Completion Form, Certification of Teachers, Report, Summary Report
3. What are desired/required qualifications for Driver Education instructors?	3. List the desired/required qualifications for Driver Education instructors	3. Approval of Program Form, Assurance of Requirements Completion Form, Certification of Teachers
4. What are special certification requirements?	4. List the special certification requirements	4. Same as 3. above
5. What improvements in Driver Education curricula are required?	5. List the required improvements in Driver Education curricula	5. Not Available
6. What kinds of materials or equipment are available that might improve the projects and curricula?	6. List the kinds of materials or equipment that are available that might improve the projects and curricula	6. Not Available
Evaluation Questions		
1. How many students completed the Driver Education course?	1a. Number of students completing the course in each district and over the entire State b. Number of students completing the course divided by number of target group students in each district and over the entire State	1. Grant Application and Opening School Enrollment Report

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
1.	1c. Distribution of (a) and (b) for this year and for each of the previous five years	
2. How many certified Driver Education teachers are there in the State? How does this number compare to previous years?	2a. Number of certified Driver Education teachers in each district and over the entire State b. Distribution of (a) for this year and for each of the previous five years	2. Program Approval Form
Additional Reporting Requirements		
1. Is the work on the program on schedule?	1. For each district, comparisons of percent of work completed and percent of work scheduled for completion	1. Quarterly Progress Report
2. Are there any problems and consequent effects?	2. For each district, listings of problems and effects associated with the work schedule	2. Quarterly Progress Report
3. How well is the program working and what is the evidence for this?	3. Comparison of project accomplishments and objectives	3. Quarterly Progress Report
4. Is there a need for project revision?	4. For each district, checklist of whether the project needs revision or not	4. Quarterly Progress Report
5. What is the sources of program funds?	5. For each district, amount of money received for the project by source of the funds	5. Application for Highway Safety Project Grant
6. What is the description of the project?	6. Narrative description of the project from each district	6. Application for Highway Safety Project Grant
7. What is the significance of the project within the State program?	7. For each district, statement of significance of the project within the State program	7. Application for Highway Safety Project Grant

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
MIGRANT PROGRAMS		
Management Questions		
1. Is there a need for special curriculum improvements or developments for migrant projects?	1. Estimation of need for special curriculum improvements or developments for migrant projects	1. Not Available
2. Should State-wide curriculum development efforts be sought or undertaken for migrant children?	2. Estimation of need for State-wide curriculum development for migrant children	2. Not Available
Evaluation Questions		
1. How many participants by grade level attend public and non-public schools?	1a. For the entire State and for each district separately, the number of migrant children by grade level that are attending public and non-public schools	1a. Annual Evaluation
	b. Distribution of (a) for this year and for each of the previous five years	b. State records for previous five years
2. What is the student/teacher ratio in each district's program?	2a. For each district and for the entire State, the number of children that are served by each migrant project divided by the number of teachers involved in the program	2a. Annual Evaluation
	b. Distribution of (a) for this year and for each of the previous five years	b. State records for previous five years
3. What is the amount, level, and impact of health care that is taking place as part of the migrant program?	3a. Number of districts that have a health care program for migrant children	3a. Colo-Annual Financial Report, Conn-Not Available
	b. Number of districts that have a health care program divided by the total number of districts in the State	b. Colo-Annual Financial Report, Conn-Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
3.	3c. Number of districts that provide various types of health care services	3c. Colo-Annual Financial Report, Conn-Not Available
	d. Number of districts that provide various types of health care services divided by the total number of districts in the State	d. Colo-Annual Financial Report, Conn-Not Available
	e. Number of migrant children that have been provided health care services by district and for the entire state	e. Not Available
	f. For each district and for the entire State, number of migrant children that have been provided health care services divided by the total number of migrant children in the district or State	f. Not Available
	g. Distribution of (a), (b), (c), (d), (e), and (f) for this year and for each of the previous five years	g. Not Available
Additional Reporting Requirements		
1. What are the number of people and their salaries in the SEA who are involved in the program?	1. Frequency distribution of number of people in the SEA involved in the program by amount of their salary	1. Application for Program Grant
2. What are the responsibilities of the State Migrant Program Administrative Personnel?	2. For each staff member, within the SEA involved in the program, a description of their duties and responsibilities	2. Application for Program Grant
3. To what extent were the LEA's involved in the development of the program?	3. For each district, mean rating of the extent to which the district was involved in the development of the program	3. Application for Program Grant

Program Questions	Information/Analyses Required	Probable Data Source(s)
COMPLIANCE MANAGEMENT-STATE PLAN (Cont.)		
4. How are the program services coordinated among the SEA, the LEA's, and other government agencies?	4. Narrative description of the amount of coordination among the SEA, the districts, and other government agencies	4. Application for Program Grant
5. What new activities are planned for the program next year?	5. Narrative descriptions of new activities planned for next year	5. Not Available
6. Toward what new objectives will the program be aimed next year?	6. List of new objectives for the next year	6. Not Available
7. What building construction has been necessary for the operation of the program?	7. For each district, list of building construction over the past year	7. Not Available
COMPENSATORY EDUCATION		
Evaluation Questions		
1. What are the most noteworthy accomplishments of the program in each district?	1. Distribution of listed comments by district	1. Annual Evaluation Report
2. How do project accomplishments compare with objectives?	2. Distributions of ratings of to what extent accomplishments meet the objectives of the program	2. Annual Evaluation Report
3. Did parents and community leaders serve on an ADvisory Committee?	3. For each district, count of the number of parents and community leaders serving on the Advisory Committee	3. Colo-Annual Evaluation Report; Conn-Not Available
4. What was the impact of the Advisory Committee on the project?	4a. List of activities performed b. Examination of minutes of meetings	4. Colo-Annual Evaluation Report; Conn-Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS SPECIAL EDUCATION, VOCATIONAL EDUCATION, DRUG ABUSE (CONN),ADULT BASIC EDUCATION, NDEA III-A, AND ESEA-III Management Questions		
1. State Plan Requirements a. Has a State Plan been developed and submitted to USOE? b. Is the current State Plan adequate or does it need revisions? c. If State Plan already submitted, are annual updates or Assurance Statements to be prepared and filed with USOE? d. What are guidelines for preparation, updating, submissions of State Plans, Assurances, etc.	1. Examination of current documentation and plans for programs to obtain answers specific to programs. Examination must include review of pertinent Federal or LEA guidelines for program development and conduct.	1. Special Education, ESEA III, Vocational Education, Drug Education, ABE, NDEA-III-A; State Plan, O.E. guidelines for State Plans
2. If revision or update of State Plan is requested, what changes should be made?	2a. Distribution of justified recommendations for specific changes or modifications of State Plan obtained from: (1) Representatives of LEAs (2) Representatives of non-public schools (3) Representative of cultural and educational resources of State (4) Members of the State Advisory Council (5) SEA management personnel (6) SEA program staff (7) State legislative liaison personnel (8) State financial experts 2b. Distribution by LEAs of: (1) Results of State-wide assessments (2) Results of local needs assessment (3) Needs and proposed solutions extracted from LEA project applications	2a. Not available Not available Not available Not available Not available Not available Not available Not available 2b. Not available Not available Special Education, Planning Data, Evaluation Form; Vocational Education,

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
2. (Cont.)	2b.	2b. Planning Data, Evaluation Form, Application/proposal Drug Education, Survey:ABE, Survey;NDEA III-A,Annual Report,ESEA III Application/Proposal
	(4) State and Local resources available	Not available
	(5) Federal support resources available	Not available
	2c. Compare and contrast distributions in (a) and (b) and obtain judgements of concerned local officials and consultants as to most appropriate changes to be made	2c.Not available
3. What policies and procedures are specified in the State Plans for the distribution of program funds?	3. Examine State Plans and legislation to define:	3. Special Education, Vocational Education, Drug Education, ABE, NDEA-IIIA,ESEA III, State Plan, Federal and/or State Legislation, USOE or State summaries
a. What policies and procedures are specified for the review of local project applications?	3a. SEA policy and procedures for application review	
b. What criteria are used to determine priorities for project funding?	b. Specific criteria applicable to priority of project funding	
c. What priorities are specified for the selection of projects and services to be funded?	c. Any priorities already specified by laws or regulations	
d. Do the State Plan policies and procedures correspond to and comply with the Federal or State legislative rules, regulations and guidelines for program operation and funds disbursement to LEA's or Projects?	d. The degree of concordance between State Plan and State or Federal legislation and guidelines	

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
4. State Plan/SEA Operation	4.	4.
4a. What are the types of Projects for which funds can be used under the Program Plan, etc?	a. Listing of types of projects for which funds can be used	a. and b. Special Education Vocational Education, ESEA III, Drug Education, ABE, NDEA-IIIA, State Plan, Federal and/or State Legislation, USOE or State summaries
b. Does each proposal comply with the guidelines, etc., and the State Plans?	b. Examination of each proposal and comparison with the Program guidelines and the State Plan	
c. Does the proposal meet or relate to the assessed needs of the LEA?	c. Examination of each proposal and comparison with the assessed needs of the LEA	c. Special Education, ESEA III, Vocational Education, Drug Education, ABE, NDEA III-A, Application/Proposals, assessed needs-Not Available
d. Which are best proposals for competition for available funds?	d. Ranking of proposals based on quality	d. Spec Ed, Proposal Rating Form; Voc Ed, Drug Ed, ABE, Not Available; NDEA III-A, Proposal Rating Form, ESEA III Colo Proposal Rating Form, Conn Not Available
e. Which proposals require modification prior to final decisions about funding?	e. Examination of proposals and comparison with assessed needs, program guidelines and the State Plan	e. Special Education, Vocational Education, Drug Education, ABE, NDEA III-A, ESEA III Application/Proposal, Program guidelines, State Plan, assessed needs-Not Available
f. Based on Program goals and the available funds, which of the submitted proposals are to be funded?	f. Examination of proposals and comparison with assessed needs, program guidelines, the State Plan, and amount of money available	f. Special Education, ESEA III, Vocational Education, Drug Education, ABE, NDEA III-A, Application/Proposal, Program guidelines, State Plan, amount of money-Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
g. How many LEA's submitted proposals?	g. Count of number of LEA's submitting proposals	g. Special Education, ESEA III, Vocational Education, Drug Education, ABE, NDEA-IIIA, count Application/Proposals
h. How many LEA's had Projects funded last year	h. Count of number of LEAs that had projects last year	h. Special Education, ESEA III, Vocational Ed, Drug Ed, ABE, NDEA-IIIA, count Application/Proposals of last year
i. How much Program money will be available for projects in this FY?	i. Total amount of funds available for this program over the entire State	i. Not Available
j. How does this compare with funds available/expended in last FY?	j. Comparisons of amount of funds available this year with amount of funds available and expended in the previous year	j. Not Available
k. Do LEA's have sufficient information about the Program, its goals, objectives and supportable project types, etc.?	k. Total number of requests for information from LEA's by type	k. Not Available
l. Do LEA's require assistance in planning projects, in proposal preparation or in project development?	l. Total number requests for assistance for project development and planning, and proposal preparation	l. Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
m. Do LEA's require assistance in preparation of curiculum guides, materials, etc?	m. Number of requests for assistance for preparation of curriculum guides and instructional materials	m. Special Education, ESEA III, Vocational Education, Drug Education, ABE, Not Available; NDEA III-A, Evaluation Form
n. Should workshops be designed and held to provide assistance to LEA's?	n. Examination of needs for workshops and training sessions	n. Special Education, Application/Proposal, Planning Data, Evaluation Form, Report, Survey; Vocational Education, ESEA III, Not Available; Drug Education, Application/Proposal; ABE, Annual Report, survey; NDEA III-A, Not Available
o. What should be the thrust or direction of those workshops or training sessions and how many should be provided by program areas?	o. (1) Examination of recommendations for the establishment of workshops and training sessions (2) Examination of needs for workshops and training sessions	o. Special Education, Application/Proposal, Planning Data, Evaluation Form, Report, Survey; Vocational Education, ESEA III, Not Available; Drug Ed., Application/Proposal; ABE, Annual Report, survey; NDEA III-A, Not Available
5. What are the characteristics of projects funded through the Program in the SEA?	5a.	5.
a. What are the general project characteristics		
(1) What are the broad activity areas of projects funded by the Program?	(1) Frequency distribution of activities by LEA and over the entire State	(1) Special Education, Application/Proposal, Planning Data, Evaluation Form, Report, Survey; Vocational Education, Application/Proposal; Drug Education, Application/Proposal; ABE, Annual Report, survey; NDEA III-A, Annual Report, Evaluation Form; ESEA III, Application/Proposal + State Annual Report

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
5a. (2) What are the project costs?	(2) Total costs of the program by type of project in each LEA and over the entire State	(2) Spec Ed, Application/ Proposal, Annual Report, Proposal Rating Form; Voc Ed, Report, Application/Proposal; Drug Ed, Application/Proposal, Evaluation Form; ABE Annual Report, Application/Proposal, NDEA III-A, Annual Report, ESEA III Application/Proposal State Annual Report
(3) What are the costs per pupil for each project?	(3) Total costs of the program by type of project divided by the number of pupils served for each LEA and for the entire State	(3) Same as (2) above
(4) Who participates in the projects?	(4) For each type of project by LEA and over the entire State, frequency distribution of pupils served by grade level, age, demographic characteristics, etc.	(4) Special Education, Application/Proposal, Evaluation Form, Annual Report; Vocational Education, Report, Planning Data, Application/Proposal; Drug Ed, Evaluation Form; ABE, Annual Report, Report NDEA III-A Annual Report, ESEA III Application
5b. What are the characteristics of the services provided by Program projects?	5b.	5. /Proposal
(1) What is the subject or activity area of each service?	(1) Frequency distribution of subject areas by type of service provided	(1) Special Education, Application/Proposal, Planning Data, Evaluation Form, Report, Survey; Vocational Education, Planning Data, Evaluation Form; Drug Education, Application/Proposal, Evaluation

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
5b.	5b.	5b. (1) (Cont.) Form; ABE, Annual Report, Report, Application/Proposal; NDEA III-A, Application/Proposal, Evaluation Form, ESEA III Application/Proposal
(2) What needs is each service designed to meet?	(2) Description of needs each service is designed to meet	(2) Special Education, Application/Approval, Planning Data, Evaluation Form, Report, Survey; Vocational Education, Planning Data, Application/Proposal, Drug Education, Not Available, ABE, Not Available; NDEA III-A, Annual Report, Application/Proposal, ESEA III Application/Proposal
(3) What are the objectives of each service	(3) Description of objectives each service is designed to meet.	(3) Same as (2) above

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
6. How effective are the SEA time schedules for project application, review, approval, and funding cycles?		
6a. What are the State's time schedules?	6a. Review SEA cycle with respect to funding, etc. Develop list of specific scheduled wants and timing requirements to be met by LEA's	6a. Not Available
b. What implications do the time schedules have for local planning, purchasing of materials, recruitment of supporting staff, and for assessment of materials/ projects?	b. Disseminate schedules to LEA's with reminders as to critical nature of deadlines for applications, requests for reimbursements, certifications, etc.	b. Not Available
Evaluation Questions		
1. How many and what percent of districts are eligible under this program?	1a. Number of districts that are eligible	1a. NDEA III Annual Report and ESEA III Statistical Data Form, (partial), Drug Education, Special Education, ABE, Vocational Education (Not Available
	b. Number of districts that are eligible divided by the total number of districts	b. 1a. above and General State Data
	c. Distribution of (a) and (b) for this year and the five previous years	c. State records for previous five years
2. How many and what percent of all school districts have submitted proposals?	2a. Number of districts that have submitted applications	2a. Count application/ proposals

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
2b.	2b. Number of districts that have submitted applications divided by the total number of districts	2b. 1a. above and General State Data
	c. Distribution of (a) and (b) for this year and the five previous years	c. State records from previous five years
3. How many and what percent of all school districts have submitted adequate proposals?	3a. Number of districts that have submitted adequate proposals	3a. Not Available
	b. Number of districts that have submitted adequate proposals divided by the number of districts that have submitted proposals	b. Not Available
	c. Distribution of (a) and (b) for this year and the five previous years	c. Not Available
4. How many and what percent of all school districts are receiving funds for this program?	4a. Number of districts receiving funds for this program	4a. NDEA III and ESEA III Annual Reports; ABE and Special Education count Annual Reports; Vocational Education count annual certifications; Drug Education, Conn, count letters to evaluator
	b. Number of districts receiving funds for this program divided by the total number of districts	b. 4a. above and General State Data
	c. Distribution of (a) and (b) for this year and the five previous years	c. State records for previous five years
5. What are the costs of the program by type of service?	5a. By district, the costs of each program by type of service provied	5a. NDEA III, Drug Education, ABE in Colo. (Not Available in Conn.) Reimbursement Forms, ESEA III and CPIR and Special Education Annual Report, Vocational Education local plans

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
5.	5b. Distribution of (a) for this year and the five previous years	5b. State records from previous five years
6. What are the per pupil cost of the program by type of service?	6a. By district, the costs of each program by type of service provided divided by the number of participants receiving that service	6a. ESEA III, NDEA III, ABE Not Available; Drug Education letter to evaluator, Vocational Education program summary, Special Education Annual Report and additionally Colo. Reimbursement Form
	b. Distribution of (a) for this year and the five previous years	b. State records from previous five years
DRUG EDUCATION (CONN.), SPECIAL EDUCATION, ABE, VOCATIONAL EDUCATION, AND ESEA III		
Evaluation Questions		
1. How many and what percent of the target group students will be served by this project (by ethnic group)?	1a. By district, the number of target group students, by ethnic group, served by the project	1a. Drug Education, Vocational Education, Special Education Not Available, ABE and ESEA Annual Report
	b. By district, the number of target group students served by the project divided by the total number of target group students	b. 1a. above; Total number Not Available
	c. Distribution of (a) and (b) for this year and the five previous years	c. State records from previous five years

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
ESEA III, SPECIAL EDUCATION, VOCATIONAL EDUCATION AND DRUG EDUCATION PROGRAMS		
Management Questions		
1. Evaluation of Program and Project Activities.		
1a. Have all LEA's performed and reported on local project evaluations to SEA?	1a. Ascertaining that all LEA's performed, and reported on local project evaluations	1a. ESEA III, Evaluation Form, Special Education, Evaluation Form, Report, Survey; Vocational Education, Evaluation Form; Drug Education, Not Available
b. What form did the LEA's evaluation take; what were results of local evaluation?	b. (1) Description of the LEA's evaluation	b(1) ESEA III, Evaluation Form; Special Education, Evaluation Form, Report, Survey; Vocational Education, Evaluation Form, Drug Education, Not Available
	(2) Description of the results of the local evaluation	(2) Same as b(1) above
c. Do LEA's require SEA assistance to complete local project evaluations? Which projects require SEA evaluation as well as local?	c. (1) Requests for assistance in completing local evaluation	c(1) ESEA III, Evaluation Form, Application/ Proposal; Special Education, Not Available; Vocational Education, Not Available; Drug Education, Not Available
	(2) Examination of State Plans, guidelines and legislative requirements	(2) ESEA III, Special Education, Vocational Education, Drug Education, State Plan, Guidelines, and Legislation

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
d. What form of evaluation will be followed and how will results be provided to the LEA personnel?	ld. (1) Description of SEA evaluation	ld.(1) ESEA III, Evaluation Form; Special Education, Evaluation Form, Vocational Education, Evaluation Form; Drug Education, Evaluation Form
	(2) Description of method of providing results to LEA personnel	(2) ESEA III, Special Education, Vocational Education, Drug Education, Not Available
e. Are LEA projects being operated in compliance with proposals? With State Plans? With Federal Guidelines or other regulations?	e. Comparision of actual LEA program operation with: (1) Proposals, (2) State Plans, and (3) Federal Guidelines	e. State Plan, Federal Guidelines, Application/Proposal, Evaluation Form, Report, Survey, Annual Report
f. Which (if any) LEA's must be monitored for compliance assurance	f. List criteria for monitoring LEA for compliance assurance	f. ESEA III, Special Education, Vocational Education, Drug Education, Not Available
lg. Which LEA projects will be the subject of on-site evaluations by SEA personnel?	g. List criteria for on-site evaluation of LEA by SEA personnel	g. ESEA III, Special Education, Vocational Education, Drug Education, Not Available
h. Which projects are such as to be publicized throughout the State or beyond?	h. Results of Evaluation	h. ESEA III, Application/ Proposal, Evaluation Form; Special Education, Evaluation Form; Vocational Education, Evaluation Form; Drug Education, Evaluation Form
i. Which projects are such that duplication should be encouraged?	i. Results of Evaluation	i. Same as h. above

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
2. State Advisory Council		
2a. What are the Advisory Council's recommendations regarding the State Plan, LEA proposal, and evaluation results?	2a. Description of the Advisory Council's recommendations regarding the State Plan, LEA proposals, and evaluation results	2a. ESEA III, State Advisory Council Report; Special Education, Not Available; Vocational Education, Not Available; Drug Education, Not Available
b. Who serves on State Advisory Councils?	b. List the members of the State Advisory Council	b. ESEA III, Special Education, Vocational Education, Drug Education, Not Available
c. What is the role of the State Advisory Council in planning, in program operation and management, and in evaluation of State and LEA programs and projects?	c. Describe the role of the State Advisory Council in planning, program operation and management, and in evaluation of State and LEA programs and projects	c. ESEA III-Conn and Colo Annual Report, Part I. Not Available for Drug Education, Vocational Education, or Special Education
(1) What is their role in formulation of State Plans?	(1) Describe their role in formulation of State Plans	(1) Not Available
(2) What is their role in needs assessment?	(2) Describe their role in needs assessment	(2) Not Available
d. How frequently do the Councils meet?	d. Describe frequency of council meetings	d. ESEA III-Annual Report, Part I; Not Available Drug Education, Vocational Education, Special Education
e. How much time do individual members spend on Council matters?	e. Describe amount of time individual members spend on Council matters	e. ESEA III-Annual Report, Part I; Not Available Drug Education, Vocational Education, Special Education

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
3. Are the LEA's spending within their proposed project budgets?	3. Comparison of LEA expenditures with their proposed project budgets	3. Vocational Education: Conn: Fiscal Plans of Operation and Reimbursement Form; Colorado: Proposal and Actual Cost Survey; Drug Education: Conn-Project Application and Reimbursement Form; ESEA III-Conn and Colo Proposed Budget Summary; Special Education Conn, Colo Application and Annual Report
4. Are there left-over or unused funds to be reallocated among LEA's?	4. Comparison of LEA expenditures with the funds allocated to them	4. Special Education Conn and Colo Application and Annual Report: ESEA III Conn and Colo Proposed Budget Summary and Conn Financial Allocation Affidavit and Colo Not Available; Drug Education Conn Project Application and Reimbursement Form; Vocational Education Conn Reimbursement but Allocation Not Available; Colo Actual Cost Survey but Allocation Not Available
5. What are the guidelines for such reallocation activities?	5. List the guidelines for reallocation activities	5. For all programs see guidelines, if available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.) DRUG EDUCATION (CONN), SPECIAL EDUCATION, ESEA III AND NDEA III Evaluation Questions		
1. What is the student population by grade level of those districts served by this program?	1a. For each district which has a program, the number of students in that district by grade level	1a. ESEA III Annual Report; Special Education, Drug Education, NDEA III Colo Not Available; NDEA III Conn School Directory; CPIR
	b. The number of students, by grade level, in districts with a program divided by the total number of students in the State	b. 1a. above and General State Data
	c. Distribution of (a) and (b) for this year and each of the previous five years	c. State records for previous five years

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
VOCATIONAL EDUCATION, ESEA III, AND NDEA III		
Evaluation Questions		
1. What areas have been given the most emphasis in the program?	1a. Frequency distribution of subject areas given emphasis in most districts	1a. NDEA III congruence check form; ESEA III State Annual Report, Vocational Education Summary Programs; CPIR
	b. Distribution of (a) for this year and each of the previous five years	b. State record or previous five years
DRUG EDUCATION(CONN), SPECIAL EDUCATION AND ABE		
Evaluation Questions		
1. How many personnel are being given in-service training?	1a. For each district, the number of personnel being given in-service training	1a. Special Education, ABE Annual Report; Drug Education letter to evaluator; CPIR
	b. For each district, the number of personnel being given in-serive training divided by the total number of personnel	b. Special Education Colo, ABE Annual Report, Special Education Conn Data Form, Drug Education Not Available
	c. Distribution of (a) and (b) for this year and each of the previous five years	c. State records for previous five years
SPECIAL EDUCATION, VOCATIONAL EDUCATION, AND ESEA III		
Evaluation Questions		

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
1. How many and what percent of the schools in each district have programs	1a. For each district, the number of schools having programs	1a. ESEA III, Special Education, Not Available; Vocational Education count Enrollment Report
	b. For each district, the number of schools having programs divided by the total number of schools in the district	b. 1a. above and General State Data
	c. Distribution of (a) and (b) for this year and each of the previous five years	c. State records for previous five years
ADULT BASIC EDUCATION AND NDEA TIIA PROGRAMS		
Management Questions		
1. Are requests for reimbursement in accordance with the project proposals?	1. Comparison of requests for reimbursement with the project proposals	1. ABE Project Proposal + Reimbursement Form; NDEA IIIA Application/Proposal, Reimbursement Form Not Available
2. Which items are reimbursable under the laws and what are not? Is there need to disallow some of the items for which reimbursement is requested?	2. List the reimbursable items	2. NDEA III Reimbursable Payment list; ABE Conn Not Available, Colo Reimbursement Form
VOCATIONAL EDUCATION AND ESEA III		
Evaluation Questions		
1. To what extent are the project teaching personnel and equipment effective?	1a. By district, mean rating of project personnel by type and equipment by type	1a. ESEA III, Vocational Education Colo, Evaluation Forms; Vocational Education Conn Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
1.	1b. Distribution of (a) for this year and each of the previous five years	1b. State records for previous five years
2. What is the overall evaluation of the project?	1a. By district, mean rating of program	1a. Vocational Education Colo, ESEA III Evaluation Forms; Vocational Education Conn Not Available
	b. Distribution of (a) for this year and each of the previous five years	b. State records for previous five years
VOCATIONAL EDUCATION AND ABE		
Evaluation Questions		
1. For what percent of the target population is there a project available?	1a. For each district and over the entire State, the size of the target group for which a project is available	1a. ABE Conn Quarterly Report, Colo Not Available; Vocational Education Colo Program Summary, Conn Application Proposal
	b. For each district and over the entire State, the size of the target group for which a project is available divided by the total number in the target group	b. (a) and ABE census figures; Colo Vocational Education Program Summary
	c. Distribution of (a) and (b) for this year and for each of the five previous years	c. State records previous years
2. How many program participants go on to complete the program or graduate?	2a. For each district, number of participants that complete the program or graduate	2a. ABE Annual Report, Vocational Education Conn Graduate Follow Up, Colo Local Plan
	b. For each district, the number of participants that complete the program divided by the total number that enroll	b. (a) and Vocational Education Conn Long Range Plan, Colo Local Plan; ABE Annual Report

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
2.	2c. Distribution of (a) and (b) for this year and for each of the previous five years	2c. State records for previous five years
3. Where do the students go after leaving the program?	3a. For each district and sum over the entire State, frequency distribution of types of jobs taken by graduates	3a. Vocational Education Colo Graduate Follow Up, Conn Not Available; ABE Conn Student Data Form, Colo Not Available
	b. For each district and sum over the entire State, mean rating of relatedness of job to subject studied	b. Vocational Education Graduate Follow Up; ABE Not Available
	c. Distribution of (a) and (b) for this year and for each of the previous five years	c. State records for previous five years
DRUG EDUCATION (CONN) AND ABE		
Evaluation Questions		
1. How many pre-service and in-service training workshops are being given?	1a. For each district and sum over the entire State, the number of workshops being presented	1a. Drug Education Conn Application/Proposal; ABE Annual Report and State Annual Report, CPIR.
DRUG EDUCATION (CONN) AND ESEA III	b. Distribution of (a) for this year and for each of the previous five years	b. State records for previous five years
Evaluation Questions		
1. What has been the extent of information dissemination regarding this program?	1a. For each district and sum over the entire State, number of documents by type that were distributed	1a. ESEA III, Conn Evaluation Form, Colo Not Available; Drug Education Not Available
	b. Distributions of (a) for this year and for each of the previous five years	b. State records for previous five years

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
SPECIAL EDUCATION AND VOCATIONAL EDUCATION		
Evaluation Questions		
1. In each district and over the entire State, are the programs properly staffed?	1a. For each district and for the entire State, the number of actual staff members by program divided by the needed number of staff members in that program b. Distribution of (a) for this year and for each of the previous five years	1a. Vocational Education, State teacher and staff Survey, Colo Program Summary, Conn Reimbursement Form; Special Education Summary for State, Conn. Data Form, Colo Reimbursement Form and State Project Activities Conn Needs Assessment Form b. State records for previous five years
ADULT BASIC EDUCATION		
Management Questions		
1. What should be the allotment from available funds for each approved project?	1. Describe the allotment procedures	1. State Plan
2. Can (or should) an allocation procedure be developed and consistently applied to all LEA's and projects?	2. Estimate the feasibility of the development of an allocation procedure to be applied consistently to all LEA's	2. Not Available
3. How many LEA's are to be audited in the current year?	3. Estimated number of LEA's which need to be audited in the current year	3. Not Available
4. Which LEA's are to be audited in the current year?	4. List the criteria for auditing LEA's	4. Not Available
5. How many on-site visits to LEA projects are to be made during this year?	5. Estimate the number of on-site visits to LEA projects to be made during this year	5. Not Available
6. Which LEA's and projects are to be visisted?	6. List the criteria for on-site visits	6. Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
Evaluation Questions		
1. What is the impact of the program in terms of pupil improvement?	1a. For each district and for the entire State, number and percent of students that completed each level of the program	1a. District Annual Report
	b. For each district and for the entire State, number and percent of students that achieve the 8th grade level	b. District Annual Report
	c. For each district and for the entire State, number and percent of adults that read for the first time	c. Not Available
	d. For each district and for the entire State, number and percent of students that obtain employment	d. District Annual Report
	e. For each district and for the entire State, number and percent of participants that go off welfare	e. District Annual Report
	f. For each district and for the entire State, number and percent of participants that vote for the first time	f. District Annual Report
	g. For each district and for the entire State, number and percent of participants that graduate from high school	g. Not Available
	h. For each district and for the entire State, number and percent of participants that develop confidence in personal relations	h. Conn-Not Available; Colo-District Annual Report
	i. For each district and for the entire State, number and percent of participants that develop positive attitudes towards learning	i. Conn-Not Available; Colo-District Annual Report
	j. For each district and for the entire State, the mean amount of achievement on the State-wide testing program	j. Not Available
2. To what extent has the program been effective in improving reading ability?	2a. For each district and for the entire State, frequency distribution of the number of enrollees that improved in reading ability one year, two years, three years, etc.	2a. Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
2.	2b. For each district and for the entire State, the number of enrollees that improved in reading ability one year, two years, three years, etc. divided by the total number of enrollees	2b. Not Available
	c. Distribution of (a) and (b) for this year and each of the five previous years	c. Not Available
3. To what extent is the program serving all members of the target group who wish to participate?	3a. For each district and for the entire State, the number of actual participants divided by the number of people in the target group who have indicated they wish to participate	3a. Total number of students State Annual Program and District Annual Report
	b. Distribution of (a) for this year and each of the five previous years	b. Those who wish to participate-Not Available
4. What percent of districts that need a project have one?	4a. Number of districts that have a project divided by the total number of districts that have submitted proposals	4a. Project Application and District Annual Report
5. Are projects reaching the right towns?	5. Comparison of towns with projects and towns showing high numbers of adults who have completed high school, as shown in the 1970 Census	5. District Annual Report and Census Report
6. In what activities was the local advisory committee involved?	6a. For each district, check list of the types of activities that the local advisory committee was involved in	6a. Not Available
	b. For the entire State, the number and percent of local advisory committees that are involved in each of various activities	b. Not Available
	c. Distribution of (a) and (b) for this year and each of the previous five years	c. Not Available
7. How much instruction time has been saved by using programmed instruction?	7a. For each district and for the entire State, the number of hours of instruction saved by subject area	7a. Not Available
	b. For each district and for the entire State, the number of hours of instruction saved divided by the total number of hours, by subject area	b. Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
7.	7c. Distribution of (a) and (b) for this year and each of the previous five years	7c. Not Available
8. What is the cost of the program per student served?	8a. For each district and for the entire State, total cost of program divided by the number of students served b. Distribution of (a) for this year and each of the previous five years	8a. Annual Expenditure Report, Annual Program Report, and CPIR b. Annual Expenditure Report, Annual Program Report, and CPIR
Additional Reporting Requirements		
1. What are the aggregate number of hours of membership in this program?	1. The aggregate number of hours that students attend ABE classes over the entire State	1. ABE Annual Program
2. Where are classes held?	2. Number of classes held in public school buildings and in all other facilities over the entire State	2. ABE Annual Program
3. How many personnel are involved in the program by type?	3. Frequency distribution showing the numbers of personnel involved in the program by type over the entire State	3. ABE Annual Program
4. Have there been any special projects associated with this program?	4. Narrative description of special, demonstration, research or innovative projects	4. ABE Annual Program
5. To what extent has their program been conducted in cooperation with the agencies?	5. Narrative description of cooperative activities across the State	5. ABE Annual Program
6. What materials were used for instruction?	6. Narrative description of instructional materials used across the State	6. ABE Annual Program
7. What were the problems of the program projects?	7. Narrative description of major problems of the program at the State and local levels	7. ABE Annual Program
8. What are the receipts, expenditures, and balances of Federal funds?	8. Receipts, expenditures, and balances of Federal funds over the entire State	8. Conn-ABE Annual Report; Colo-ABE Reimbursement Report; CPIR
SPECIAL EDUCATION PROGRAM		
Management Questions		

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
1. How much money is available to support summer traineeships in Special Education?	1. Amount of money available for the support of summer traineeships in Special Education	1. Amount of Federal grant
2. What are guidelines for award of financial assistance for traineeships?	2. List the guidelines for the award of financial assistance for traineeships	2. State guidelines
3. Which districts need assistance in materials development and curriculum design?	3. List the means of identification of districts in need of assistance in materials development and curriculum design	3. Not Available
4. What measures can be taken to increase the identified proportion of children needing Special Education services?	4. List the measures which can be taken to increase the identification of children needing Special Education services	4. Not Available
Evaluation Questions		
1. What percent of the pupils enrolled in Special Education classes are returned to regular classes because of amelioration?	1a. For each district and sum over the entire State, the number of pupils returned to regular classes by type of handicap b. For each district and sum over the entire State, the number of pupils returned to regular classes divided by the number of pupils enrolled for each type of handicap c. Distribution of (a) and (b) for this year and each of the five previous years	a. Colo Application for Reimbursement (LEA); Conn Not Available b. Colo-take (a) total number on Application for Reimbursement and for LEA; Conn-Not Available but total number on Annual Report for LEA c. State records for past five years

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
2. What additional funds are needed to make the Special Education Program available to all who need it?	2a. For each district and for the entire State, amount of additional funds needed	2a. Conn-Needs Assessment Form for LEA; Conn Colo Description of Projected Activities Form for State level and Annual Report for LEA's
	b. For each district and for the entire State, amount of additional funds needed divided by the amount of funds now received	b. Take (a) and for Conn-Needs Assessment Form and Annual Report for Conn and Colo. All on LEA level
	c. Distribution of (a) and (b) for this year and for each of the previous five years	c. State records for past five years
3. What are the number of teaching personnel?	3a. For each district and for the entire State, number of teachers in each project	3a. Number of teachers in each project found for Conn and Colo in Annual Report for federally funded teachers by LEA and in Conn in Needs Assessment Form (LEA) and in Colo in Application for Reimbursement (LEA)
	b. Distribution of (a) for this year and for each of the previous five years	b. State records for past five years
4. What new services are being offered by the program?	4a. For each district and for the entire State, the number of new services being offered by type	4a. Conn and Colo Description of Projected Activities Form (State level) lists projected new services only not by LEA

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
4.	4b. Distribution of (a) for this year and each of the previous five years	4b. State records for previous five years
5. How many awards for summer traineeships were granted this year?	5a. For each district and for the entire State, the number of awards by type of disability b. For each district and for the entire State, the number of awards granted divided by number of people eligible to submit applications by type of disability c. Distribution of (a) for this year and each of the five previous years	5a. Conn and Colo-Final Financial Statement (State level only) b. Take (a) and compare Conn and Colo Annual Report by LEA; also Conn Needs Assessment Form (LEA and Colo) Application for Reimbursement (LEA) c. State records previous five years
6. How many parents are receiving services in each District?	6a. For each district and sum over entire State, the number of parents receiving services b. Distribution of (a) for this year and each of the five previous years	6a. Conn and Colo Annual Report b. State records for previous five years
7. How many special study institutes are operating by district?	7a. Number of special study institutes operating in each district and sum over the entire State b. Distribution of (a) for this year and each of the five previous years	7a. Conn Colo Special Study Institute Evaluation Forms (LEA) b. State records previous five years
8. What is the impact of the special study institutes?	8a. For each district and for the entire State, ratings of the effectiveness of the special study institutes? b. Distribution of (a) for this year and each of the five previous years	8a. Conn Colo Special Study Institute Evaluation Forms (LEA) b. State records previous five years

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
Additional Reporting Requirements		
1. Is this program a cooperative one?	1a. Yes/No b. List of names of other federal funding projects which are used in cooperation with this program	1a. Application, Amendment and Report b. Application, Amendment and Report
2. How many children are served by special categories and demographic areas?	2a. Frequency distribution of the number of children served by age group by type of handicap b. Frequency distribution of number of children served by demographic area	2a. Application, Amendment and Report b. Application, Amendment and Report
3. To what extent are personnel training or parent services funded by this program?	3. Frequency distribution of the number of personnel by type receiving in-service training over the State by type of handicapped children served	3. Application, Amendment and Report
4. What are the project's objectives, activities, and evaluation plans?	4. Narrative description of each project's objectives, activities, and evaluation plans	4. Application, Amendment and Report
5. How many people participated in the Special Study Institutes?	5. Frequency distribution of the number of participants in the Special Study Institutes by type of participant	5. Special Study Institute Evaluation Form
6. How many traineeship and fellowship awards were granted?	6. List of recipients, institution attended, type of training, and amount of award	6. Final Financial Statement

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
7. How were the funds for grants for the preparation of professional personnel in the education of the handicapped expended?	7. Distribution of number of participants, area of handicapped, amount of grants	7. Final Financial Statement
VOCATIONAL EDUCATION PROGRAM		
Management Questions		
1. What are the special provisions of the State's five year plan for Vocational Education and how must these affect the development of LEA projects throughout the State?	1a. List the special provisions of the State's five year plan b. List the effect of these provisions on the development of LEA projects	1. State Plan
2. Which LEA projects are not in compliance with the Federal or State guidelines for project development and conduct?	2. Comparison of LEA project development and conduct with Federal or State guidelines	2. Federal and State guidelines
3. What implications for Vocational Education program development can be derived from LEA end-of-year reports or from results of evaluations and follow-ups of Vocational Education graduates?	3. List the implications that may be derived from the end-of-the-year reports or from the results of evaluations and follow-ups of Vocational Education graduates	3. Not Available
4. What are the perceived needs for occupational training in the State and what are the implications for Vocational Education program development?	4a. List the perceived needs for occupational training in the State b. List the implications of the above for Vocational Education program development	4a. Colo Employer Questionnaire, Conn Not b. Not Available
5. What are the needs and special interests of potential trainees?	5. For what programs have trainees expressed an interest	5. Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
Evaluation Questions		
1. What are the principal problems encountered in getting new programs started?	1a. For each district and sum for the entire State, frequency distributions by types of problems by program area b. Distribution of (a) for this year and the five previous years	1a. Colo program survey, Conn-Not Available b. State records for previous five years
2. How effective are the job placement services?	2a. For each district and sum for the entire State, number of people who completed a program and were successfully placed in a job b. For each district and sum for the entire State, number of people who completed a program and were successfully placed in a job divided by total number people who completed a program c. Distribution of (a) and (b) for this year and each of the five previous years	2a. Graduate follow-up b. Graduate follow-up, local plan and (a) c. State records for previous five years
3. What is the impact of the program on unemployed and/or unskilled enrollees?	3a. For each district and sum for the entire State, number of unemployed and/or unskilled enrollees in Vocational Education programs b. For each district and sum for the entire State, number of unemployed and/or unskilled enrollees divided by total number of enrollees in Vocational Education programs c. Distribution of (a) and (b) for this year and each of the five previous years	3a. Colo student information, Conn Not Available b. (a) and Colo local plan, Conn long range plan c. State records for previous five years

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
4. What are projected job needs?	4a. For each district and sum for the entire State, the number of job vacancies, by part time/full time by minimum education requirements by when available for each Vocational course	4a. Colo employer questionnaire, Conn Not Available
	b. Distribution of (a) for this year and each of the five previous years	b. State records for previous five years
5. What is the extent of entry training and upgrade or in-service training?	5a. For each district and sum for the entire State, the number of enrollees for entry training and the number of enrollees for upgrade or in-servicetraining	5a. Colo program summary, Conn enrollment summary
	b. For each district and sum for the entire State, the number of enrollees for entry training and the number of enrollees for upgrade or in-service training divided by the total number of enrollees	b. (a) and Colo local plan, Conn long range plan
	c. Distribution of (a) and (b) for this year and each of the five previous years	c. State records for previous five years
6. Does the program have a dropout problem?	6a. For each district and sum for the entire State, the number of dropouts from each type of program	6a. Colo local plan, Conn enrollment summary
	b. For each district and sum for the entire State, the number of dropouts from each type of program divided by the number of enrolless in each program	b. (a) and Colo local plan, Conn long range plan
	c. Distribution of (a) and (b) for this year and each of the previous five years	c. State records for previous five years

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
7. How many programs serve the disadvantaged, handicapped?	7a. For each district and sum for the entire State, the number of programs serving the disadvantaged, handicapped b. Distribution of (a) for this year and each of the previous five years	7a. Colo program summary, Conn long range plan b. State records for previous five years
8. Are the facilities equipment and materials comparable to those used in industry?	8a. For each district and for the entire State, mean rating of facilities equipment and materials b. Distribution of (a) for this year and each of the previous five years	8a. Not Available b. Not Available
Additional Reporting Requirements		
1. What is the current year financial statement of federal funds?	1. Amounts of unobligated Federal allotments, current year Federal allotments, transfers in Federal allotments, Federal funds available and expended over the entire State by type of program	1. Financial Statement of Federal Funds
2. What are the adjustments to the prior year's expenditure reports?	2. Revised expenditures for the entire State for each of the four previous years	2. Financial Statement of Federal Funds
3. What are the expenditures for this program by source, purpose, and level?	3. Amounts of expenditures over the entire State for secondary, post-secondary and adult programs by Federal and State/local funds by type of program	3. CPIR and Expenditures for Vocational Education
4. What are the amount ofs expenditures for this program by type of post-secondary institution?	4. Amounts of expenditures over the entire State for community colleges, technical institutes, and vocational and technical schools by Federal and State/local funds	4. Total expenditure by object, purpose and location

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
5. What are the amount of expenditures for this program by location?	5. Amounts of expenditures over the entire State by Federal and State/local funds in SMSAs, central cities, and non-SMSA areas	5. Total expenditures by object, purpose and location
6. What are the amount of expenditures for construction	6. Amounts of expenditures over the entire State for school construction by Federal and State/local funds	6. Project expenditures for school construction
7. How many teachers are involved in this program?	7. Frequency distribution of number of teachers involved in the program over the entire State by secondary, post-secondary, and adult program, by full-time, part-time, and teacher-aide, by type of vocational program	7. Number of teachers, status of training, and local administrative staff
8. What is the status of teacher training?	8. Number of enrollees over the entire State in pre-service and in-service training by type of program	8. CPIR and number of teachers, status of training, and local administrative staff
9. How many local administrative personnel are involved in this program?	9. Frequency distribution of the number of local administrative personnel involved in the program over the entire State by secondary, post-secondary, and adult program, by full-part time by type of activity performed	9. Number of teachers, status of training, and local administrative staff
NDEA III-A		
Management Questions		
1. Can all proposed LEA monies be raised and expended for these equipment purchases so as to match the requested/approved Federal dollars?	1. Estimate the likelihood of the LEA's being able to raise the monies necessary to match the requested/approved Federal dollars	1. Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
Evaluation Questions		
1. What is the extent of coordination between this program and others?	1. For each district and for the entire State, frequency distribution of types of coordination between this program and others	1. Colo-questions for Limited Congruence checks between NDEA III and CDE goals Conn-Not Available
2. What were the costs of the materials and equipment that were purchased?	2a. For each district and over the entire State, the cost of materials and equipment purchased by subject area b. Distribution of (a) for this year and for each of the five previous years	2a. Annual Report, CPIR b. Annual Report, CPIR
3. Is there a need for changing the program objectives?	3a. Listing of program objectives and comparison with degree of achievement b. Examination of present needs and comparison with program objectives	3a. Annual Report b. Annual Report
4. How many items of equipment or material were acquired by type?	4a. For each district and for the entire State, the number of items of equipment or materials acquired by subject area and by type b. Distribution of (a) for this year and for each of the five previous years	4a. Application for Equipment and Materials b. Application for Equipment and Materials
Additional Reporting Requirements		
1. What are the expenditures by type?	1. Distribution of amount of expenditures by type over the entire State	1. Annual Report of Federal Assistance Program & CPIP
2. What were the grant awards and expenditures for this year?	2. Amounts of grant awards and expenditures by funding source over the entire State	2. Annual Report of Federal Assistance Program

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
3. What were the program objectives?	3. List of program objectives for the entire State	3. Annual Report
4. To what extent were the objectives achieved?	4. For each objective, narrative description of the degree to which it was achieved including evidence on which this is based	4. Annual Report
5. What were the management activities?	5. Narrative description of the management activities which was undertaken by the State	5. Annual Report
6. What are the exemplary projects?	6. Narrative description of 3-5 exemplary projects	6. Annual Report
7. What proportion of schools were reimbursed more than 50%, less than 50%, or exactly 50%?	7. Number of schools reimbursed more than 50%, less than 50%, or exactly 50% divided by the total number of schools reimbursed	7. Annual Report
8. What are the needs for specific types of equipment and materials?	8. Narrative description of current and anticipated State-wide needs	8. Annual Report
DRUG ABUSE PROGRAM		
Management Questions		
1. What measures can be taken to increase the number of available teachers qualified to conduct drug abuse education projects?	1. What are the plans to train more teachers	1. Conn-project application, letter to evaluator, Colo-Not Available
2. Do LEA's require assistance in defining or development of curriculum materials specific to these projects?	2. Describe the State and local need for curriculum development	2. Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
3. Can specialized workshops or institutes be developed to meet needs of teachers and projects?	3. Describe the feasibility of the establishment of specialized workshops or institutes to meet the needs of teachers and projects	3. Not Available
Evaluation Questions		
1. How many qualified persons are listed in the Drug Abuse Education program's speakers bureau?	1a. For each district and for the entire State, the number of persons listed b. Distribution for this year and each of previous five years	1. State records, Not Available by district
Additional Reporting Requirements		
1. What is the amount of funds awarded under EPDA?	1. For each district and over the entire State, the amount of funds received under EPDA	1. Reimbursement Invoice
2. What is the source of funds other than EPDA?	2. For each district and over the entire State, the amount of funds received from sources other than EPDA, by source	2. LEA Budget

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
ESEA III		
Evaluation Questions		
1. Which district did not use all their available funds?	1a. Number of districts that did not use all of their funds b. Amount of funds available for reallocation	1a. Project Budget b. Project Budget
2. To what extent does the project proposal satisfy the objective of the program?	2a. For each district, mean rating of the quality of the proposal b. Distribution of (a) for this year and for each of the previous five years	2a. Colo-Proposal Evaluation Form; Conn-Not Available b. Colo-Proposal Evaluation Form; Conn-Not Available
3. To what extent are projects serving the areas of need and of national concern?	3a. For each district, narrative description of the extent to which projects are serving area of need b. Distribution of number of projects over the entire State serving areas of need and serving areas of national concern	3a. Project Application and Annual Report b. Project Application and Annual Report
4. What are the characteristics of the students being served by this program?	4a. For each district and for the entire State, the number and percent of students being served by the program by racial group b. Distribution of (a) for this year and for each of the five previous years	4a. ESEA III Statistical Data and CPIR b. ESEA III Statistical Data and CPIR
5. What has been the extent of community involvement in this program?	5. For each district, mean rating of the extent of community involvement in the project	5. Not Available

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
6. How effective is the project's evaluation system?	6. For each district, description of methods, techniques, procedures, and instruments used for evaluation	6. Project Application
7. To what extent have the organization and process of the project been effective?	7. For each district, examination of evaluations of projects	7. Evaluation Reports
Additional Reporting Requirements		
1. How many ESEA III staff are there?	1. Number of SEA staff personnel assigned to the ESEA III program by type of activity	1. Annual Report
2. What have been staff development activities?	2. For each district and for the entire State, frequency distribution of kinds of staff developmental activities by type	2. Annual Report
3. To what extent have contracts been entered into under ESEA III?	3. For each district and for the entire State, the number of contracts entered into under ESEA III	3. Annual Report
4. To what extent has the State Advisory Council been active in the program?	4a. Mean rating of the extent to which the State Advisory Council has been active in this program b. Number of meetings the State Advisory Council has had	4a. Annual Report b. Annual Report
5. To what extent have evaluation and monitoring been carried out?	5a. Frequency distribution of type of evaluation techniques used b. Frequency distribution of how often evaluations have been carried out	5a. Annual Evaluation Report b. Annual Evaluation Report

Program Questions	Information/Analyses Required	Probable Data Source(s)
DISCRETIONARY PROGRAMS (Cont.)		
6. How many projects were terminated?	6. For each district and for the entire State, the number and percentage of all projects that were terminated	6. Annual Report
7. How many public and non-public school students and teachers participate?	7. For each district and for the entire State, the number of public and non-public students and teachers participating in the program	7. Annual Report

Program Questions	Information/Analyses Required	Probable Data Source(s)
CONSULTING AND TECHNICAL ASSISTANCE BILINGUAL EDUCATION, DRUG ABUSE (COLO.) AND DRIVER EDUCATION (COLO.) Management Questions		
1. State Plan Requirements a. Has a State Plan been developed? b. Is the current State Plan adequate or does it need revisions? c. What are guidelines for preparation, updating, submissions of State Plan?	1. Examination of current documentation and plans for Program to obtain answers specific to Programs. Examination must include review of pertinent Federal or LEA guidelines for program development and conduct.	1. Not Available.
2. If Revision or update of State Plan is required, what changes should be made?	2a. Distribution of justified recommendations for specific changes or modifications of State Plan obtained from: (1) Representatives of LEA's (2) Representatives of non-public schools (3) Representatives of cultural and educational resources of State (4) Members of the State Advisory Council (5) SEA management personnel (6) SEA program staff (7) State legislative liaison personnel (8) State financial experts	a. Not available.
	b. (1) Results of State-wide needs assessments (2) Results of local needs assessments (3) Needs and proposed solutions extracted from LEA project applications.	b. Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
CONSULTING AND TECHNICAL ASSISTANCE (Cont.)		
	(4) State and local resources available (5) Federal support resources available	
	c. Compare and contrast distributions in (a) and (b) and obtain judgments of concerned locals and consultants as to most appropriate changes to be made.	c. Not available.
Evaluation Questions		
1. How many districts and schools have projects?	1a. Number of districts and schools that have projects across the State.	1a. Driver Education, Drug Abuse Education, Count of Reports; Bilingual, Not Available; Not available for schools in Drug Abuse Education.
	b. Number of districts that have projects divided by total number of districts.	b. Driver Education, Drug Abuse Education, Count of Reports, Count of Annual Pupil Reports; Bilingual Education, Not available.
	c. In each district, number of schools that have projects divided by the total number of schools in the district.	c. Not available.
	d. Distributions of (a), (b), and (c) for this year and the five previous years.	d. Same as in (a), (b) and (c) for this year and five previous years.

Program Questions	Information/Analyses Required	Probable Data Source(s)
CONSULTING AND TECHNICAL ASSISTANCE (Cont.)		
2. How many students are served by a project in each district and across the State?	2a. For each district and for the entire State, number of students served.	2a. Driver Education, Report, Drug Education, Not available; Bilingual Education, Not available.
	b. For each district and for the entire State, number of students served divided by total number of students in the target group.	b. Driver Education, Report, Annual Pupil Report; Drug Education, Not available; Bilingual Education, Not available
	c. Distribution of (a) and (b) for this year and the previous five years.	c. Same as in (a) and (b) for this year and five previous years.
3. How many teachers are involved in the program in each district and across the State?	3a. For each district and for the entire State, number of teachers involved in the program.	3a. Not available.
	b. Distribution of (a) for this year and the previous years.	b. Not available.
4. How much money does the State and each district put into the program?	4a. For each district, the amount of State and local money available for the project.	4a. Not available.
	b. Distribution of (a) for this year and each of the previous five years.	b. Not available.
DRUG ABUSE EDUCATION AND DRIVER EDUCATION (Colorado)		
Management Questions		
1. What are the special requirements for instructors for these programs?	1. Examination of documents showing requirements for instructors.	1. Not available.
2. Have (should) special requirements been defined for instructor certification?	2. Examination of documents showing requirements for instructor certification.	2. Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
CONSULTING AND TECHNICAL ASSISTANCE (Cont.)		
3. How many of current LEA's have instructional programs in each program area?	3. Count of number of LEA's that have instructional programs by type of program.	3. Not available.
4. How many of current LEA programs are conducted by specially qualified (certified) personnel?	4. Count of number of LEA programs being conducted by specially qualified personnel.	4. Not available.
5. What measures can be taken to increase the number of available teachers qualified to conduct instruction in these areas?	5. Distribution of measures recommended to increase the number of teachers.	5. Not available.
6. Can specialized workshops or institutes be developed to meet needs of current or future instructors or projects?	6a. Distribution of recommendations for specialized workshops or institutes. b. Frequency distribution of needs by LEA and over the entire State.	6a. Not available. b. Not available.
Evaluation Questions		
1. How much in-service training is available to teachers in each district? How many districts conduct workshops?	1a. The number and percent of districts that conduct workshops. b. For each district, the number of hours of in-service training provided by type of training. c. Distribution of (a) and (b) for this year and for each of the five previous years.	1a. Not available. b. Not available. c. Not available.
2. How many teachers participate in in-service workshops?	2a. For each district and for the entire State, the number of teachers participating in in-service workshops.	1a. Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
CONSULTING AND TECHNICAL ASSISTANCE Cont.		
	b. For each district and for the entire State, the number of teachers participating in in-service workshops divided by the number of eligible teachers.	b. Not available.
	c. Distribution of (a) and (b) for this year and each of the previous five years.	c. Not available.
BILINGUAL EDUCATION PROGRAM		
Management Questions		
1. Scope of Bilingual need		
a. What are the number and percentage of children in each LEA whose principal language is other than English?	1a. (1) Count of number of children whose principal language is other than English for each LEA and over the entire State. (2) Count of number of children whose principal language is other than English divided by total number of children in each LEA and in the entire State.	1a. (1) Conn- Enrollment in Foreign Languages (partial only) and by individual school. (2) Take (a) (partial) and general State records.
b. In which of the LEA's does the number of such children constitute a group large enough to require a bilingual education project?	b. Frequency distribution by LEA of percentages and numbers of children whose principal language is other than English.	b. Conn - Enrollment in Foreign Languages (Partial only by individual school).
c. In how many (and what percent) of those LEA's is a bilingual project currently operating or near to operation?	c. (1) Count of number of LEA's where a project is operating. (2) Count of number of LEA's where a project is near to operation.	c. Not available.
d. What kinds of assistance can the SEA provide to the development of Bilingual projects in those LEA's still in need?	d. Distribution of needs of LEA's by type of need.	d. Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
CONSULTING AND TECHNICAL ASSISTANCE (Cont.)		
2. Review of LEA Proposals		
a. Have all LEA's with bilingual education needs been informed about potential Federal financial assistance under ESEA Title VII?	2a. Count of number of LEA's that have been informed about assistance under ESEA VII.	2a. Not available.
b. Have all eligible LEA's prepared and submitted proposals to USOE for Title VII funds?	b. (1) Count of number of LEA submitting proposals to USOE. (2) Count of number of LEA proposals divided by total number of LEA's.	b. Not available.
c. Do all LEA proposals meet USOE regulations?	c. Comparisons of proposals with documents showing USOE regulations for the program.	c. O.E. Guidelines and Regulations.
d. Can SEA staff provide consultation to any eligible LEA's regarding proposal preparation?	d. Number of LEA's requesting or needing assistance regarding proposal preparation.	d. Not available.
e. Should the individual LEA proposals be recommended for Federal approval?	e. Examination of proposals and comparisons of proposals with LEA needs and USOE regulations.	e. Application/Proposals, O.E. Regulations
3. What can be done to improve the quality of teacher training for bilingual instruction?	3. Comparisons to needs regarding bilingual instruction and present status of teacher competency by LEA and over the entire State.	3. Not available.
Evaluation Questions		
1. How many children by race and ethnic group are being served in each district and across the State?	1a. Distribution of numbers and percents of participating children by racial and ethnic group in the State and in each district.	1a. Not available.
	b. Comparisons of (a) with distributions of eligible students by racial and ethnic group.	b. Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
CONSULTING AND TECHNICAL ASSISTANCE (Cont.)		
	c. Comparisons of (a) with distributions of all school-age children by ethnic and racial group.	c. Not available and School Survey Form.
2. What is the extent of the language problem of the target group?	2a. Number of non-dominant English speaking in the target group by district.	2a. Conn - Enrollment in Foreign Languages (by school and only partial).
	b. For each district, number of non-English speaking children in the target group divided by total number of target group children.	b. Not available.
	c. Distribution of (a) and (b) for this year and for each of the previous five years.	c. Take (a) and (b) and general State records.
3. Are projects located in the "right" schools?	3a. Comparisons of distributions of numbers and percents of target group children who attend schools with a bilingual program and who attend schools with no bilingual program.	3a. Not available.
	b. Distribution of (a) for this year and for each of the previous five years.	b. Not available.
4. What is the impact of the program? - gains in achievement test scores, etc.	4a. Distributions of post-test scores and pre-test scores on achievement tests in the State and in each district.	4a. Not available.
	b. Mean of difference of post-test score and pre-test score on achievement tests over the State and in each district.	b. Not available.
	c. Distribution of (a) and (b) for this year and for each of the previous five years.	c. Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
CONSULTING AND TECHNICAL ASSISTANCE (Cont.)		
5. Has there been a change in statutory restrictions on the use of language other than English for instruction?	5. Yes/No.	5. Not available.
DRUG ABUSE EDUCATION (Colorado)		
Evaluation Questions		
1. What types of activities by grade level go into each district's drug education project?	1. For each district and for the entire State, frequency distribution of types of activities found to be part of drug education projects.	1. Drug Education Program Components.
2. What is the extent of the drug problem? What are the student attitudes toward drugs? How knowledgeable are students about drugs?	2a. Number of addicts, number of arrests for drug pushing, use, etc., in the community. b. Results of surveys of attitudes toward drugs and knowledge about effects of drugs.	2a. Not available. b. Drug Questionnaire and Interview Schedule.
3. What are the impacts and/or effects of the drug education program in the State?	3a. Changes from year to year in results of surveys of attitudes toward drugs and knowledge about effect of drugs. b. Changes from year to year in number of addicts and number of arrests for drug pushing, use, etc.	3a. Take (7) above and compare to other years. b. Not available.
DRIVER EDUCATION (Colorado)		
Evaluation Questions		
1. What is the level of need in the community for a driver education program?	1a. Automobile accident rate and traffic violation rate in the community. b. High density area/low density area.	1a. Not available. b. Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
CONSULTING AND TECHNICAL ASSISTANCE (Cont.)		
2. In each district and across the State, to what extent is classroom instruction being used?	2a. For each district and for the entire State, the number of students taking classroom instruction in driver education.	2a. Report
	b. For each district and for the entire State, the number of students taking classroom instruction divided by the total number of students in the driver education course.	b. Report
	c. For each district and for the entire State, the number of hours of classroom instruction in the driver education course.	c. Not available.
	d. For each district and for the entire State, the number of hours of classroom instruction divided by the total number of hours of instruction in the driver education course.	d. Not available.
3. In each district and across the State, to what extent is "behind the wheel" training being used?	3a. For each district and for the entire State, the number and percent of students taking "behind the wheel" instruction in driver education.	3a. Report
	b. For each student and for the entire State, the number and percent of hours of "behind the wheel" instruction in the driver education course.	b. Not available.
4. In each district and across the State, to what extent is simulator training being used?	4a. For each district and for the entire State, the number and percent of students that are using simulators as part of the driver education course.	4a. Report
	b. For each district and for the entire State, the number and percent of hours that are devoted to simulator training in the driver education course.	b. Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
CONSULTING AND TECHNICAL ASSISTANCE (Cont.)		
5. In each district and across the State, to what extent is a "multiple car driving range" being used?	5a. For each district and for the entire State, the number and percent of students using a "multiple car driving range" as part of the driver education course. b. For each district and for the entire State, the number and percent of hours that are spent on a "multiple car driving range" in the driver education course.	5a. Report b. Not available.
6. In each district and across the State, what is the total cost and cost per pupil by type of instruction?	6a. For each district and for the entire State, the total cost of the driver education program by type of instruction. b. For each district and for the entire State, the total cost of the driver education course by type of instruction divided by the number of pupils taking that type of instruction. c. Distribution of (a) and (b) for this year and for each of the previous five years.	6a. Report b. Report c. Same as is (a) and (b) for this year and for each of the previous five years.
7. What is the student/teacher ratio in each district?	7. For each district and for the entire State, the student/teacher ratio by type of instruction.	7. Not available.
8. How many and what percent of the project teachers are certified?	8a. For each district and for the entire State, the number of teachers that are certified as driving instruction teachers and who are serving as driving instruction teachers.	8a. Not available.

Program Questions	Information/Analyses Required	Probable Data Source(s)
CONSULTING AND TECHNICAL ASSISTANCE (Cont.)		
	b. For each district and for the entire State, the number of certified driving instruction teachers divided by the total number of teachers who are serving as driving instruction teachers.	b. Not available.
9. How effective have the in-service workshops been in aiding districts to establish new projects?	9. Number of new projects developed in districts which conduct in-service workshops as compared to number of new projects developed in districts which do not conduct in-service workshops.	9. Not available.
Additional Reporting Requirements		
1. How many pupils completed the course?	1a. For each district and for the entire State, number of pupils completing the course. b. For each district and for the entire State, number of pupils completing the course divided by total number of pupils enrolling in the course. c. For each district and for the entire State, number of pupils completing the course divided by the total number of target group pupils.	1. Annual Report of Pupil Attendance and Related Information (End-of-Year Report).